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**COPING WITH THE AFFECTIVE DIMENSIONS OF THE EARLY AND
PROGRESSIVE PRACTICUM PROCESS IN TRANSLATION STUDENTS**

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Abstract

The study arises from the necessity of validating the active coping strategies proposed by Alfaro et al., (2021) in relation to the Negative Affective Dimension. The objective of this work is to establish the effectiveness of the strategies by applying them to students of translation and interpretation of the *Universidad de Atacama* during their early and progressive practicum process. The literature that supports the current study is focused on knowing the importance of the brain functioning when learning, especially how it is affected by emotions. The method research is a mixed research approach, specifically a Concurrent Transformative Design, delivered via a questionnaire consisting of a quantitative part with multiple-choice questions, and a qualitative part, with open-ended questions. The results show that there is a contradictory vision among students, since they declare to use *Autonomía*, but not recommend it. On the contrary, they widely recommended *Búsqueda de apoyo social*. The least chosen is *Expresión de dificultad de afrontamiento*. This contrast may be given by the solitary nature of the translation profession or the postmodern society that emphasizes competence and individuality. This study is intended to offer a theoretical basis to start developing action courses in order to transform the academic environment by helping students and teachers to understand and value the importance of emotional well-being.

Keywords: affective dimension, translation competence, early and progressive practicum process, active coping strategies.

Resumen

El presente estudio surge de la necesidad de validar las estrategias propuestas por Alfaro et al., (2021) en relación a la Dimensión Afectiva Negativa. El objetivo del estudio es establecer la efectividad de las estrategias aplicándolas a los estudiantes de las carreras de traducción e interpretación de la Universidad de Atacama durante su proceso de práctica temprana y progresiva. La literatura que respalda la investigación se enfoca en la importancia de saber cómo funciona el cerebro al aprender y en especial cómo lo afectan las emociones durante este proceso. El método de investigación escogido es de enfoque mixto, específicamente en el Diseño Transformativo Concurrente (DISTRACT), con la aplicación de un cuestionario compuesto de una parte cuantitativa, con preguntas de opción múltiple; y una cualitativa, con preguntas abiertas. Los resultados muestran que los estudiantes tienen una visión contradictoria de la estrategia “Autonomía”, ya que la declaran como una de las más utilizadas, sin embargo una de las menos recomendadas; por el contrario, recomendaron utilizar “Búsqueda de apoyo social”. La menos escogida es “Expresión de dificultad de afrontamiento”. Este contraste puede deberse a la naturaleza solitaria de la profesión de traductor o por la sociedad posmoderna que da mucho énfasis a la competencia y la individualidad. Este trabajo tiene como finalidad ofrecer una base teórica que sirva para comenzar a desarrollar planes de acción para mejorar el ambiente académico con el fin de ayudar a estudiantes y profesores a comprender y valorar la importancia del bienestar emocional.

Palabras clave: dimensión afectiva, competencia traductora, práctica temprana y progresiva, estrategias de afrontamiento de estilo activo.

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COPING WITH THE AFFECTIVE DIMENSIONS OF THE EARLY AND PROGRESSIVE PRACTICUM PROCESS IN TRANSLATION STUDENTS

In recent years, more importance and attention has been given to mental health, and it has taken protagonism in many aspects of human society, particularly in the working and academic areas. A new vision of the world has encouraged society to be more conscious of what humans actually need to accomplish mental well-being. When the working and academic areas are connected, a new defiance arises in young students who must face the challenge of becoming professionals, sometimes without having the necessary emotional abilities (Valencia, E. I., 2017). To offer a solution, it is crucial to understand the nature of the relationships given in the academic context and their participative dynamic, not only between students but also between the professionals who are educating them. All these efforts must not be intended only as an opportunity to accumulate paper piles in an office, but as an actual chance to reformulate the academic formative methods. Having said this and taking into consideration the alarming lack of awareness of the learning and participation barriers among the professionals engaged, the authors from the previous research study from the *Universidad de Atacama* decided to investigate this problem in their thesis study with the aim to be applied in their academic reality.

The current research is the extension of the work delivered by Alfaro et al., (2021) "Strategy Proposal to Cope with the Identified Affective Dimensions of the Early Practicum Process for Translation Students", from which it was established the existence of a Negative Affective Dimension (further on NAD) and several strategies that can be useful to handle the problem. The current project has as its principal goal to validate the proposed strategies during the practicum process. The problem resides in the fact that these students do not possess the effective tools to cope with the negative emotions and stressors caused by the practicum process, which can negatively affect their academic performances. This process is a demanding moment in the student's career, as it emulates the responsibilities of a professional translator, even though it is essential to finally acquire the necessary competencies. Hence, the current study is relevant, since there is a serious need to create solid guidance on which students may rely when facing difficulties.

The current investigation's ambition is to deliver teaching guidance. Even though teachers are given pedagogical instruments to achieve their students' learning, sometimes the

careers curricula miss the importance of their own emotions and the students'. Once these strategies are validated, they can represent a valuable tool to be applied by students and teachers. Having this information available, teachers can manage to adjust their teaching methods.

Hereafter, the context of the problem will be introduced in detail, followed by the delimitations, relevance, and state of the problem, to finally propose a corresponding course of action.

The Research Problem

Context of the Problem

In the study carried out by Alfaro et al. (2021), “Strategy Proposal to Cope with the Identified Affective Dimensions of the Early Practicum Process for Translation Students”, the authors had developed an article called “*Relación entre la metodología de la traducción y las estrategias de afrontamiento entregadas desde la psicología para abordar la Dimensión Afectiva Negativa presente en los procesos de práctica temprana y progresiva*”, which was presented in the “*II Congreso internacional Nodos del Conocimiento Innovación e Investigación, rescate humano y transferencia de conocimientos: retos para la universidad ante el horizonte 2030*” at the University of Zaragoza. In the article, Alfaro et al. (2021) have defined the concept of Negative Affective Dimension (NAD) as the range of reactive emotions that students commonly experience when dealing with repeatedly stressing factors within the academy. Furthermore, it has been indicated that there is a NAD that impacts the performance of translation students when facing their early and progressive practicum process.

The current research group in charge of this thesis will mainly focus to prove if the active coping strategies proposed in *RELACIÓN ENTRE LA METODOLOGÍA DE LA TRADUCCIÓN Y LAS ESTRATEGIAS DE AFRONTAMIENTO ENTREGADAS DESDE LA PSICOLOGÍA PARA ABORDAR LA DIMENSIÓN AFECTIVA NEGATIVA PRESENTE EN LOS PROCESOS DE PRÁCTICA TEMPRANA Y PROGRESIVAS* (Alfaro, et al., 2021); are really effective and suitable when students are facing the NAD in their practicum process and if these strategies can yield positive results in students. It is necessary to find which strategies are effective since the practicum process causes stressors that lead to negative emotions among students. The research by Cuadra & Castro (2021) supports: “the emotional world of subjects has been ignored or, in the best of cases, overshadowed by the rational dimension.” Consequently, to what these authors establish, the students in charge of the present investigation agree that the negative emotions that may arise during these kinds of academic processes, such as the practicum process, are ignored. The proposed strategies will be applied to “Bachelor of Arts in English/English-Spanish Translator” and “Bachelor of Arts in Studies/English-Spanish Translator and Interpreter” programs at *Universidad de Atacama* throughout their early and progressive practicum processes.

The early and progressive practicum process corresponds to the “Bachelor of Arts in English/English-Spanish Translator” and “Bachelor of Arts in Studies/English-Spanish Translator and Interpreter” at *Universidad de Atacama*. The early and progressive practicum processes are processes that take place throughout the translation curriculum plan in accordance with the educational model in order for students to have access to what they will face in the work field. The students of the translation study program must face the early practicum process for the first time in the third and fourth year, as it is described in the document *Disposiciones Generales* (see Annex 7) provided by the teachers at the beginning of each practicum process. As for the traductology study program, the students face progressive practicum processes from the second semester of the first year until the second semester of the third year. These processes generate stressful results in students, especially when students are not able to manage the appropriate strategies to face each step of the translation process (Alfaro et al., 2022), which includes choosing the right topic according to the specialization in progress, find a tutor willing to supervise the student during this process, find the right text and its right terminology as requested by the level the student is taking, Gantt letter, skimming and scanning, documentation, terminology, the creation of a glossary of terms, strategies and translation problems, drafting, layout, proofreading, and final documentation.

In addition, during the course of those months, the students must consider having multiple meetings with their supervising professors and practicum coordinators, where they might suggest radical changes or corrections to the translated document.

Statement of the Problem

As a result of the thesis research carried out by Alfaro et al., (2021), it has been suggested a table containing different strategies as a proposal to cope with the negative feelings that a student can experience during the early practicum process. In the following paragraph, the corresponding table, Tab. 1 is appended:

Tab. 1: Relation between the translation methodology and the active coping strategies that can be used to face each phase (translation by the present research team.)

| Translation Methodology | Sk/Sc | T P/S | D | G | Edit | Rev | Lay |
|--------------------------------------|-------|-------|---|---|------|-----|-----|
| Coping Strategies | | | | | | | |
| Resolving the problematic situation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Seeking social support | | | ✓ | ✓ | | | ✓ |
| Delay action | | | | | | | |
| Religion | | | | | | | |
| Emotional avoidance | | | | | | | |
| Seeking professional support | | | ✓ | ✓ | | ✓ | ✓ |
| Aggressive reaction | | | | | | | |
| Cognitive avoidance | | | | | | | |
| Positive reappraisal | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflecting the difficulty of copying | | ✓ | ✓ | ✓ | | | |
| Denial | | | | | | | |
| Autonomy* | ✓ | ✓ | | | ✓ | | |

*Autonomy is kept marked with an asterisk since it may be counterproductive if the student does not ask for help when needed.

Tab. 2: Relación entre la metodología de traducción y las estrategias de afrontamiento activo que se pueden utilizar para afrontar cada fase.

| Metodología de traducción | Sk/Sc | P/E T | D | G | Red | Rev | Maq |
|-----------------------------|-------|-------|---|---|-----|-----|-----|
| Estrategia de afrontamiento | | | | | | | |
| Solución de problemas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| Búsqueda de apoyo social | | | ✓ | ✓ | | | ✓ |
| Espera | | | | | | | |
| Religión | | | | | | | |
| Evitación emocional | | | | | | | |
| Búsqueda de apoyo profesional | | | ✓ | ✓ | | ✓ | ✓ |
| Reacción agresiva | | | | | | | |
| Evitación cognitiva | | | | | | | |
| Reevaluación positiva | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Expresión de dificultad de afrontamiento | | ✓ | ✓ | ✓ | | | |
| Negación | | | | | | | |
| Autonomía* | ✓ | ✓ | | | ✓ | | |

*Autonomy is kept marked with an asterisk since it may be counterproductive if the student does not ask for help when needed.

Alfaro et al. (2022). Relación entre la metodología de traducción y las estrategias de afrontamiento entregadas desde la psicología para abordar la dimensión afectiva negativa en los procesos de práctica temprana y progresivas. *El devenir de la lingüística y la cultura: un estudio interdisciplinar sobre lengua, literatura y traducción* (pp. 865-883). Dykinson.

In the previous research study carried out by Alfaro et al. (2021) a NAD was identified, followed by the creation of a proposed table with coping strategies. Even though the given information was based on students' opinions, the previous investigation team lacked proof if the suggested strategies could represent any variations. There is no information on whether these strategies can be applied to the students nor if they can lead to a positive adjustment in their emotions and attitude that could mean an improvement in the student's performance. For that reason, the present research study considers that there is a mandatory need for the application of these strategies to the students to obtain the lacking information.

Relevance of the Problem

The following study is relevant because it is intended to vindicate the existence of the NAD and its negative effect on the performance of students in the “Bachelor of Arts in English/English-Spanish Translator” and “Bachelor of Arts in Studies/English-Spanish Translator and Interpreter” programs, who are facing their practicum process. Due to the necessity of putting forward a way to solve this problem, the previous research team presented a table in their study with different strategies that could be implemented in various steps of the translation methodology. This research team will focus the study on the elaboration of a method to validate if the proposed strategies in the previous study are genuinely effective when it comes to coping with the NAD in the academic life of a translation student. It is important to highlight that only translation students from level 402 of the semiannual plan and levels 300, 400, and 500 of the annual plans, who have already experienced an early and progressive practicum process in the past, will be included in the following study.

A relevant point to be mentioned in the current study, is the necessity as a community or as a society in general, to comprehend and establish that the universities, especially the *Universidad de Atacama*, as a public entity, have responsibilities towards the students beyond the academy. The University’s responsibilities are not only focused on the students, but also on the entire society considering that, once students graduate from the university, they will become professionals that will be committed to offering solutions within their competencies. They will have to face complex situations where their abilities may not only be intellectual, but also emotional, social, and ethical.

In this regard, the university’s role is key in the student’s life, especially during this critical time. The present research study considers the university as part of a social system that is composed of people, in the capacity of students or teachers, or others involved, who should be able to intervene, whether for good or for bad (Shanaida, et al., 2019). It is necessary to highlight that, while the research group emphasizes the importance of the university in a student’s formation, it understands the existence of various determinant factors in the development of a person, ranging from their conception, throughout all its development, as its family, friends, social circle, socioeconomic status, among other aspects. In the same way, the present research group agrees with Raychauduri et al., (2010), that:

“Socio-economic factors like attendance in the class, family income, and mother’s and father’s education, teacher-student ratio, presence of a trained teacher in school, sex of student and distance of school have also affected the performance of the students.”

Another important feature that has a big relevance in the translation world, is the emotional aspect, which has not received enough attention, not even by an important research group in translation as *Grup PACTE - Procés d'Adquisició de la Competència Traductora I Avaluació*, as its name in original Catalan language (PACTE group’s experimental research on translation competence acquisition). The PACTE Group has defined translation competence as the underlying system of knowledge required to translate (John Benjamins, 2011). The group developed a list of translation competences that every student in the translation study program should flourish during their education, and they are essential for their future as professionals. However, researchers from PACTE have not deemed the importance that the emotional dimension has in the performance of students during difficult activities when facing their practicum process. This can be seen in the theoretical framework that summarizes their work.

Delimitation of the Problem

In agreement with Alfaro et al. (2021), from the previous investigation “Strategy Proposal to Cope with the Identified Affective Dimensions of the Early Practicum Process for Translation Students”, the present research team established that it is indeed the NAD and that it affects the performance of the students in their practicum process. The student will be affected by many factors such as stress, mental illnesses, emotional illnesses, and a lack of self-esteem. Along with the emotional dimension, technical determinants are also important as these are necessary tools to carry out the work, for instance, an efficient computer with adequate internet and the individual’s environment suitable for concentration and tranquility. Another important factor to be considered is the current day-to-day life of the student, for instance: having a job; since this could exacerbate their burnout and affect their performance as a student. Besides, the topic of the texts may be also relevant due to being determined by teachers, which could influence the disposition and expectations of the student before beginning the translation itself.

The present research group has decided not to add another strategy to the table and to develop this investigation by only taking into consideration the strategies offered by the previous research team (Alfaro et al., 2021). In any case, in this table, there are several different strategies, but not all of them have been established as efficient when facing stressful situations during the practicum process, therefore some of them have been dismissed. The ones with check marks have been selected as active coping strategies. On the contrary, the discarded ones are those without a check mark (✓), since the previous research team considered that they are not helpful in any situation that requires emotional intelligence or assertiveness, as they represent the passive coping strategies: Waiting, Religion, Emotional avoidance, Cognitive avoidance, and Denial (see Table 1).

For a better understanding of the selected active coping strategies mentioned in the previous paragraph, Dávila, A. M. et al., (2010) have defined these strategies as follows:

Resolving the problematic situation: the sequence of actions aimed at solving a problem, at the appropriate time.

Seeking social support: support provided by a group of friends, relatives, or others, focused on the affective disposition, emotional support, and information to tolerate or cope with a problematic situation or emotions generated by stress.

Seeking professional support: it consists of asking for professional knowledge to obtain more information about the problem or advice about how to solve it. It is considered social support.

Positive reappraisal: this strategy seeks to learn from the difficulties, identifying the positive aspects of the problem, which contributes to tolerating the problem and generating positive thoughts that help to face the situation.

Reflecting the difficulty of coping: describes the tendency to express the difficulties by coping with the emotions generated by the situation, expressing the emotions, and solving the problem.

Autonomy: a tendency to respond to a problem by seeking solutions independently, without the support of other people such as friends, family, or professionals.

Research Questions and Researchers' Assumptions

1. Taking into consideration that the affective dimension is the one that considerably provokes the students' retrogression during their practicum process, what method will

be used by the current investigation team to incorporate the offered strategies into the translation competence established by the PACTE group?

2. It is mentioned by the previous research group (Alfaro, et al., 2021) that the best coping strategies are the active ones, but even if students manage to apply them successfully, what happens when the students have the tools, but there is no support from their teachers or peers in the practicum process?
3. Based on the experience of the current research group and research articles, the support that teachers give to students is essential for their development and performance, therefore, is it logical to think of applying these same strategies to teachers and students in unison?
4. Taking into consideration that the affective dimension affects every student in different aspects; is it necessary to establish which students have more or fewer possibilities to adapt and learn these strategies, both in the context of the early and progressive practicum process?
5. If the strategies proposed by the present research team do not produce any positive results, how will the investigation team discern if the problem was the offered strategies or other previous biopsychosocial issues that need further consideration?

Objectives

General Objective

To determine how active coping strategies affect the performance in the students' practicum process during their translation study program at the *Universidad de Atacama*.

Specific Objectives

To identify if active coping strategies are used during the early and progressive practicum process on translation students at the *Universidad de Atacama*.

To analyze the outcomes obtained through the instruments for data collection applied to translation students at the *Universidad de Atacama*.

To establish relationships between the use of active coping strategies and the translation methodology steps during the early and progressive practicum process at the *Universidad de Atacama*.

Theoretical Framework

How do humans learn?

To get a clearer vision of how humans learn, first, one must understand the basic function of the brain itself, so what is the brain? The human brain is an extraordinary biological and social organ that manages all the functions and processes related to thinking, intuition, imagination, emotions, and an infinite number of other functions. Neuroplasticity is the capability of the brain to adapt to new stimuli from the environment and to reorganize itself by creating new neural connections, and new capillaries in the capillary system that feeds the brain with oxygen and other nutrients, besides making new neurons. The latest investigations have determined that humans have neuroplasticity throughout their entire lives and not only during childhood and adolescence as researchers believed in the past years. However, the truth is that, as humans become older, their brains start taking more time to accomplish this function (Calle et al., 2009).

The human brain is composed of specialized cells known as neurons, of which it has about a hundred billion, and glial cells. Sprenger (1999 as cited in Calle, 2009). Neurons connect themselves through their dendrites and have the capacity of touching a thousand other neurons, which at the same time, have the ability to touch another thousand. In the brain there are also billions of synapses, that is the space between neurons where they connect with each other.

Currently, one can start to understand what is learning to the brain and learning is closely related to synapses. Most synapses are from chemical composition, and they communicate through neurotransmitters. The most common neurotransmitters are glutamate, GABA, acetylcholine, norepinephrine, dopamine, serotonin and endorphins, among others

(Calle et al., 2006, p. 22.). Another important aspect to know is that the human brain feeds with oxygen and glucose. The more the complexity of the mental activity, the more the quality of the nutrients the brain will need to accomplish its job, and if the brain is not well nourished it will become more erratic and inefficient. Nonetheless, one can understand that the brain is a very complex organ that cannot be easily figured out since its function depends on many external and internal factors. The learning process in the human brain is not just abstract or a joint of ideas and cannot be described just as a concatenation of interrelated chemical or electrical processes.

The human brain loves stimuli, therefore, an environment overflowing with changes, innovations, and challenges is the key for brains to develop satisfactorily. The unknown excites neural networks, and along with an environment full of positive emotions, provides better and more chances to achieve significant learning. Due to human brains having a huge capacity to reorganize and develop, people should always be providing their brains with new demands. This point is essential, considering that the abilities that are not put into practice regularly, with time, are lost. (Calle et al., 2009)

Lev Vygotsky and the Reality as a System

At this point, it is important to know a little of the work of Lev Vygotsky. He was a Russian psychologist, whose theories were revolutionary for his age since he wanted to make a change to the conceptions established by the Soviet regime. (Vasileva & Balyasnikova, 2019)

In general, Vygotsky's work always had its purpose in answering the big question of where the human mind came from. In psychology, he changed the point of view from a reductionist to what he defended: a systematic perspective. From this point of view the mind should not be seen nor studied as each part separated, but as a system, in which each part fulfills a function and where all together become a system that is interdependent. The individual parts have their own characteristics but change their properties when they become part of the system. This systematic vision should be applied to every aspect of human life including education and science. Vygotsky stated that the systems were hierarchically organized, where some elements were subordinated depending on their function or structure,

however, these elements, faithful to their interdependent nature, cannot change without modifying the entire system. Vygotsky (1997, as cited in Vasileva & Balyasnikova, 2019)

There are complex mental functions that cannot be localized in only one part of the brain; or might be that the real question would be answering how is the process that leads to the function. Vygotsky (1997, as cited in Vasileva & Balyasnikova, 2019), wrote that “no specific function is ever connected with the activity of one single brain center. It is always the product of the integral activity of strictly differentiated hierarchically interconnected centers” (p.140).

Vygotsky stated that children’s development was closely engaged with their sociocultural and historical backgrounds. He believed that children needed to be exposed to social interactions and that knowledge was achieved through interventions with their peers and adults, being adults who were in charge of transmitting the cultural tools, perspectives, problem-solving strategies, and cultural elements in general. He gave great importance to the development of the “inner voice” of the students that is initially influenced by the “external voice” of the adults around them. According to him, adults should help children at the beginning of their development, but “free” them little by little to finally transfer the responsibility of decisions. He called this delimitation the *zone of proximal development*. Another important aspect was to promote the observation of the student’s own cognitive processes; in other words, the internalization that is eased by an out loud description of ideas, conceptions and impressions, among others; instances where they have the chance to understand, reaffirm, reformulate, and question their own mental scheme. (Morin, 2012)

All this information may lead the reader to understand that a holistic vision means that anything can be understood, analyzed, or investigated without considering all the other parts of the system that forms. Added to the idea that, once each part of a system has merged with it, its properties, and the ones from the whole, change inevitably. Thus, education and humans in an educational system should be seen in the same way. Teachers need to consider students are humans (and that they are so), and that as humans, they have plenty of parts that set up their “self-system”, which means many factors that determine their progress.

Deep Learning

Throughout the educational system, there are many different theories about what strategies and techniques work best when it comes to learning. One technique that has received attention is Deep Learning or Deeper Learning which is defined by Bellanca (2015 & Pellegrino and Hilton (2012, as cited in Fullan et al., 2017): “as the process through which an individual becomes capable of transferring what was learned in one situation and applying it to new situations”. The aim of this technique is for the student/learner to adapt to different situations out of their comfort zone and be ready for constant change.

A fundamental rationale for deep learning in a volatile and constantly changing world is to equip learners to deal with change and new challenges, to be lifelong learners, and to be able to apply (i.e., transfer) what has been learned to new situations (Fullan et al., 2017, p. 2).

In addition, Fullan and Quinn (2020) explained that: “The focus on deep learning, per se, is the Six Global Competences that prepare learners to be good at learning and good at life”. These Six Global Competences are Character, Citizenship, Collaboration, Communication, Creativity, and Critical Thinking (Quinn et al., 2019).

These six competences encompass the characteristics and features a learner should have to be better, for example: developing social skills, working, and communicating with a group, retaining information, and being self-sufficient, among others. Following this technique, the educational system has also been committed to evolving and finding new ways to grab the attention of students and adapt to different situations, sometimes even outside the classroom. When it comes to learning, nowadays it is more than just grabbing a book; many factors affect this, it is related to its environment, the emotional state, and as mentioned before, the change of the world experience. Regarding this, Fullan et al., (2017) express: “Again, to anticipate where we are going, we need to revamp education that sparks the interests and engagement of all students which means that we need to give students learning experiences and successes that they never knew were possible.” This is a work in progress, as not every educational institution is ready for all the demands and necessary tools needed for the change to come, but it is an interesting option that can be applied in the future and make education better for learners and educators.

Deep learning is a critical piece in trying to ensure that young people do not become victims in the volatile, unpredictable, complex, and ambiguous world we and they inhabit, but rather become confident, empowered individuals with ambition, vision, and a passion for creating a better world for themselves and for everyone else (Fullan et al., 2017, p.4-5).

The purpose of deep learning is to have a better comprehension of learning and to develop better skills, but at the same time to prepare the learner for future adversities that may come. Learning opens doors to many things in life and is the key to success, when it is done well it can create better opportunities and better life chances.

Emotions

When talking about emotions, one scientist who has played a fundamental role is Humberto Maturana, a Chilean biologist, whose theory explained how emotions play an inherent role in every aspect of human life, including the rational. Emotions from a biological point of view are dynamic body dispositions that define the different action domains a person uses to mobilize. The action domain depends on the emotion, or in other words, the action domain is the action that a person can or cannot do, besides certain arguments, people conceive as acceptable when staying in an emotion, that in another emotion, would not be (Maturana, 2001). Perhaps, a simple explanatory example from Maturana will help to clarify the mind:

Las emociones son un fenómeno propio del reino animal. Todos los animales las tenemos. Si ustedes en la noche, en su casa, al encender la luz y ver en el medio de la pieza una cucaracha que camina lentamente, gritan: "¡Cucaracha!", la cucaracha empieza a correr de un lado para otro. Si ustedes se detienen a observar lo que pasa, podrán darse cuenta de que las cosas que la cucaracha puede hacer en un caso y otro son completamente distintas. La cucaracha que va caminando pausadamente en medio de la pieza puede detenerse a comer, pero la cucaracha que corre de un lugar a otro no

puede hacerlo. Lo mismo nos pasa a nosotros, pero nos pasa no solamente con las acciones, sino también con la razón (Maturana, 2001, p. 7-9).

What Humberto Maturana is saying with these words, is that emotions are like signals that most of the time are triggered by stimuli from the environment and that start the movement of different corporal functions at different levels; starting with little exchanges of information with the neurons, then passing it to the nerves, then to the muscles; parallelly, this information acts over every system of the body to mobilize it (either mental or physical need). Emotions give people reason and disposition to start actions that enable life, and reason gives emotions a diagram of where to adjust to reality. That is to say, one cannot work without the other.

Difference Between Emotions and Sentiments

Sentiment and emotion are often used interchangeably but are significantly different. Emotion is a complex psychological state such as fear, anger, or happiness. On the other hand, sentiment is a mental attitude about a particular situation or thing that is produced by feelings, such as the following values: angry, neutral, and happy, among others. While emotions are raw, sentiments are organized.

In ancient times, feelings and emotions were called “passions”, and part of the great education was to learn how to dominate them. The only difference with modern times is that all those great thinkers included the education of emotions within an ethical framework, while today the most important framework in which it is framed is psychology (Mahamud K., 2012).

Marina J. A. (2006, as cited in Fernández A., 2011) defines emotions as physical and mental, neurophysiological, and biochemical, psychological, and cultural, basic, and complex processes, they are brief feelings of abrupt appearance with physical manifestations, such as flushing, palpitations, tremor, paleness. Sentiments are culturally encoded, personally named emotions that last over time and deep aftermath of pleasure or pain that emotions leave in the mind and the entire body.

Generally, the duration of emotions is shorter than feelings and it is believed that they are the ones that drive and motivate people to act in one way or another because they are more intense than feelings. Emotion is associated with people's temperament, personality, and motivation. Emotional states are caused by the release of hormones and neurotransmitters that convert these emotions into feelings afterward. The most important neurotransmitters are dopamine, serotonin, norepinephrine, cortisol, and oxytocin. It can be said that emotions come especially from the way our brain (and therefore our body) works. The brain is the one in charge of "converting" hormones and neurotransmitters into feelings. Therefore, feelings can be basically defined as the mental expression of emotions, which includes the idea that emotions are experienced (Yankovic, 2011 as cited in Fisac & Pardo, 202018, p. 3).

Emotions play a significant role in college. On-campus students usually express emotions such as excitement, anxiety, stress, and hope. Learning how to manage emotions and sentiments within the academy is essential, if those emotions are not well managed, the task of finding an adequate coping strategy when the student is overwhelmed, will become much more difficult.

What Is Emotional Intelligence and How Can it Help Students?

In the academic context, emotional intelligence becomes essential for students to learn how to manage their feelings. Emotions are inevitable and inherent to everything that is human, therefore students need to learn to recognize these emotions and work on them. This introspection process considers the recognition of emotions, their regulation, and learning what kind of lifestyle helps to achieve peace of mind, is called emotional intelligence. A conceptualization of these term is given as

El término «inteligencia emocional» se refiere a la capacidad de reconocer nuestros propios sentimientos y los ajenos, de motivarnos y de manejar bien las emociones, en nosotros mismos y en nuestras relaciones. Describe aptitudes complementarias, pero distintas, de la inteligencia académica, las habilidades puramente cognitivas medidas por el Ci (Goleman, D. 2000, as cited in Calle, 2009, p. 339).

Humans widely believe that what makes them different from animals is their capacity of being reasonable. However, by saying this, the emotion is depreciated and minimized as an animal characteristic or simply invalidated in front of the reason as if they could not coexist (Maturana, 2001).

Every reasonable act of humans has an emotional base in which humans find the cause with premises; that can be conscious or unconscious and are accepted a priori, either individually or collectively. All human institutions, and even science, are based on a set of fundamental premises that were previously accepted. Contrary to what people tend to think, there is not, in the entire universe, any transcendent foundation for the rational.

According to Maturana (2001), what defines the evolution of a species is the way in which it behaves, which is intrinsically associated with competition. The problem is that humans tend to think competition means directly the negation of the other. However, competition in nature means adapting, being completely conscious, and considering the existence of the other being. On the contrary, humans believe competition implies the need to exist instead of the other person. Competition is something that students learn since they are very young and when they reach university it becomes harder. They mainly focus on their grades, but sometimes forget to learn in a meaningful way and also about their emotional necessities and end up spending an excessive amount of time studying or postponing many tasks until a point where they find themselves completely overwhelmed.

With all this information by hand, now it is easier to understand why it is extremely important for students to develop emotional intelligence. They need to learn: first, to recognize their own emotions, second, how to take over control of them, not to suppress or ignore them, but to keep them steadier, and third, they have to learn to organize their time. For students, knowing their feelings and emotions should be considered a responsibility that will be useful for the rest of their life.

How do Negative Emotions Influence Learning?

Emotions play an essential role in the process of learning since they can change the way in which the brain functions, and its organization besides its components. Negative

emotions like fear and anger, or sentiments like anguish and anxiety, can actually provoke a cognitive paralyzation in the brain that directly affects the working memory. Working memory is the capability of the brain to retain little amounts of information to achieve the activity that is being currently performed. The working memory function is mainly placed in the frontal lobe; the same place where the memories are processed and where emotions join with sensations. When the limbic system, which converges in the frontal lobe, is subjected to emotions like fear or anger, the brain cannot think correctly (Calle, 2009).

According to Le Doux (1994 as cited in Jensen 2004 and Calle et al., 2009), emotions allow people to focus, give meanings, and have their own memory paths. Only by emotion can people find an incentive to accomplish the objectives fixed by their reason. There is a need to understand that emotions actually exist inside our brains and that they are capable (and they must) trigger changes in our bodies as a result of the circumstances of the external reality.

It is not a surprise how emotions can affect students. It is widely known by teachers that mental disorders can be deeply harmful to mental life. Students that feel angry, anxious, or depressed do not learn; in general terms, people who feel trapped in those kinds of emotional states are not capable of assimilating information or managing it. Unpleasant emotions are powerful and consume all the mental energy, making it very difficult to concentrate on another thing. These emotions which interfere with concentration, directly affect the cognitive mental capacity, and the working memory (Casas, 2003).

How to Focus Learning

Several pieces of advice on how to focus on learning and facilitate the process for students were suggested in the study of Calle et al. When dopamine, serotonin, and endorphins are released in the process, the information is received more efficiently, taking this into consideration, it can be easily thought that activities that promote the release of these chemicals should be imperative in the classrooms.

Teachers should permit students to move inside the classroom, listen to music, and stretch their bodies, among others, with the objective of exciting their brains (Calle et. al., 2009). These activities are helpful to eliminate threats and stress, stimulate reading and

writing, reinforce motor stimulation, emphasize the development of art, catch students' attention, promote relaxation, using some teaching resources, and establish communication between the right and left hemispheres of the brain.

The brain reacts quickly to stress and sometimes just a simple word can trigger a traumatic state of mind in a student. That is why teachers need to be very careful with language and how they manage the student's interventions, the pressure, and the evaluations. Punishments or severity can be stressful to the students, and on the contrary, relaxing moments can be seen as rewards that will prompt motivation.

Different kinds of exercises will keep students motivated because the changes in the focus of learning will stimulate their brains by liberating neurotransmitters. As well as important as mental stimulation is to keep the body in movement. Teachers should consider this as a basic part of their aims and as a basic need of their students. Constant exercising triggers the production of a brain-derived neurotrophic factor (BDNF), which makes cognition and promotes the connection between neurons (Calle et al., 2009).

The main point here is to keep the brain "happy" and through the help of the exercise of any kind of art and listening to music enhance creativity, visual acuity, coordination, language and social abilities and imagination; the benefits of expressing the self must not be seen as an accessory option. To make a general view, and as a humble suggestion, what teachers should look for when doing their job is to be as dynamic as they can in order to keep their student's brains exposed to constant innovations. These continuous changes will help take the student's brain to a state of joy where it can work more synchronized and integrated.

The Negative Affective Dimension

During the progress of their careers, the students of the "Bachelor of Arts in English/English-Spanish Translator" and "Bachelor of Arts in Studies/English-Spanish Translator and Interpreter" are exposed to many different emotions and situations that require their abilities to solve problems and deal with negative emotions. These emotions, which are normally dealt with in many different situations in life, are exacerbated in situations when the students face academic challenges, for example when they have an oral presentation, or a

written test, or in the case of translation students when they have to deal with the early or progressive practicum process.

The investigation of Alfaro et al. (2021) led to the belief that the emotional factor was not important enough to take into consideration when the performance of a translation student is put into practice in the early and progressive practicum processes. Having said this, Alfaro et al. (2021) have classified the aforementioned emotions in the concept of *Negative Affective Dimension (NAD)* as: “the range of reactive emotions that students commonly experience when dealing with repeatedly stressing factors within the academy. The concept of Negative Affective Dimension (NAD)”, comprises different emotions like fear and sentiments like anxiety, stress and insecurity.

Stress

Students face numerous challenges during their academic life, especially when dealing with situations out of their control and their comfort zone. These situations can be very difficult to cope with, and without the required help it can lead to what is called stress. In the words of Akacan (2017): “Stress can be defined as the factors that cause distress, anxiety and tension in an individual's life and academic activities for university students”. Another definition of stress can be found in the APA Dictionary of Psychology.

The physiological or psychological response to internal or external stressors. Stress involves changes affecting nearly every system of the body, influencing how people feel and behave. For example, it may be manifested by palpitations, sweating, dry mouth, shortness of breath, fidgeting, accelerated speech, augmentation of negative emotions (if already being experienced), and longer duration of stress fatigue (APA Dictionary of Psychology, n.d.).

These internal and external stressors can affect the body in multiple ways and combined with the academic stress can lead to a difficult state of mind which can make students feel pessimistic about their future, performance in their careers, and their own personal lives. For a better understanding, some professionals explain this issue as:

While stress is perceived as a negative situation in individuals' daily lives, Rojas and Kleiner (2000) emphasize that stress should not always be considered negative. Güçlü (2001) describes this situation as the problems brought about by various economic, social, and technological changes that the individual faces in everyday life. According to Deniz and Yılmaz (2005), stress is expressed as a concept stemming from the incompatible relationship between an individual and the environment (Deniz and Yılmaz, 2005, Güçlü, 2001 & Rojas and Kleiner, 2000, as cited in Akacan, 2017, p.1).

While feeling stressed is necessary and even inevitable, students need to learn how to organize their time, adjust to new situations and manage their feelings, so these emotions that are completely normal, do not become a burden.

Anxiety

Anxiety is a psychological and physical response to treat a self-concept characterized by subjective, consciously perceived feelings of tension (Spielberger, 1983). Anxious students experience cognitive deficits like misapprehension of information or blocking of memory and recall. Spielberger reported two forms of anxiety: state anxiety – a response to a particular stimulation or set of circumstances, and trait anxiety – an intrinsic characteristic of the person (Spielberg, 1983 as cited in Vitasari et al., 2010, p. 190).

This short description is only a brief part of what students feel when they are anxious, Vitasari et al., (2010) also described other negative symptoms as a result of anxiety such as: “feeling nervous before a study class, panicking, going blank during a test, feeling helpless while doing assignments, or lack of interest of subjects difficult whereas the physiological symptoms include sweaty palms, racing heartbeat, or an upset stomach”. There is a wide variety of symptoms that completely depends on the individual, since fear, which is the fundamental emotion that triggers anxiety, expresses differently from one person to another. Therefore, it is concluded that students feel more anxious when they are facing academic challenges.

Insecurity

Maslow (1942, as cited in Kumar., et al., 2020): “insecurity state of a person is an emotional problem, a state of being in disturbance due to the feeling of tension, strain and conflict together with other consequences of tension, e.g., nervousness.”

A tensional state of mind provokes physical changes in the body that can lead to difficulties regarding some behavioral aspects, like thinking critically or taking decisions. When people do not think clearly, it is easy to feel insecure about all the activities they carry out. Therefore, it is concluded that stressed students will not feel confident about their performance or about themselves when facing social situations.

Kumar B. et al., (2020): “Sometimes, university students may fall down from their academic achievement because of insecurity, power, anger, stress, and lack of confidence, which is threatening to their self-esteem, and tolerance level.”

Fear

Fear is the root emotion that feeds anxiety and does not have a definitive definition since, as such, it is an emotion that can be contained or confused with others. To understand our objective, it is necessary to explain how fear affects a person's physical and mental state. We feel fear when the brain centers responsible for attention and working memory consciously interpret threat detection and defensive responses separately, so that fear and our physiological and behavioral defense responses merge (LeDoux et al., 2012, 2013 and 2015, cited in McBride-Walker, 2016, p. 9). However, it is suggested that the sensation is conscious and only indirectly related to what we now collectively call our survival circuitry, unaware threat detection and response systems. This is why the importance of the relationship between physical and mental state is established.

When students perceive that there is a potential threat in the environment, something in their brain automatically activates, so there is a part of the fear that they feel they cannot control. A clear example of this can be seen in Pekrun's control value theory, where it is pointed out that students express anxiety because they are not sure how others will evaluate their performance and fear being judged or ridiculed (Pekrun 2006, cited in Downing et al.,

2020, p.3). It is social attitudes and interactionist theory that affect students in a negative way, especially in important stages of life such as praxis.

The negative effects and the way in which the human being reacts to fear, external factors such as important stages of life, create a big problem and it is the same thing that happens to translation students in their practicum process. By delimiting the stress factors of those students, such as a search for a teacher guide; a person responsible for helping and supervising and searching and selecting the text based on requirements established according to the level, we can determine that the implementation of coping strategies is necessary (Alfaro et al., 2021). This is how the practicum process for translation students becomes much more stressful. Emotions such as fear, which although it is true are not bad at all, can become problems and negative factors that make any type of process difficult. Even so, all that depends on how the person perceives and handles it.

Fear could be the most crucial emotion for survival. Their stimulus and defensive response, such as fighting, have preserved this emotion as a primordial element within evolution (Olsson and Phelps, 2007 as cited in Bourgeois et al., 2019). However, the problem arises when people do not know how to handle it. And that is the same thing that a student goes through. Fear tends to turn into a variety of other feelings. These can lead to stressful mental and physiological states that can even become constant, for example stress, anxiety and insecurity.

Coping Strategies

Academic stress is the normal reaction that students may have to deal with among various demands they face at the university, such as tests, exams, papers, presentations, among others. This reaction activates and mobilizes them to respond effectively in order to achieve their goals and objectives. However, students sometimes have countless requests at the same time, which can worsen their response and lower their performance.

When the student is faced with these numerous academic demands, coping strategies are put into effect, which can be visible or covert, and they aim to restore the balance in the student's development with the environment.

Folkman and Lazarus were the first researchers on the subject, they dedicated themselves to the investigation of stress and its relationship with cognition and later developed a transactional model of stress, which focuses on the cognitive processes that appear in a stressful situation.

Various concepts and definitions were developed according to the way people face stressful situations. These were classified to highlight the various definitions that have been attributed to coping strategies by important authors in the field (Izquierdo, 2020). (See Table 1)

The present research team emphasizes the concept of coping strategies, proposed by Lazarus R. et al., (1984 as cited in Izquierdo, 2020): “as a person's capacity to cope and adjust to challenges and problems as a consequence of transactions (or interactions) that occur between a person and their environment.” According to Aldwin C.M. & Yancura L.A. (2004):

Coping strategies are proactive and are not simply responses to environmental contingencies. One can appraise a situation as benign, in which case no coping is needed, or as involving threat, harm, or loss, or as a challenge, all of which may evoke various coping strategies. Because this approach emphasizes the flexible nature of coping, the focus is on how individuals cope with particular situations and as mentioned earlier, several studies have shown that coping strategies do vary across situations (p. 508).

Based on several articles, coping strategies are broadly classified into problem-focused and emotion-focused. One of the most predominant coping strategies classifications comes from Carver, C., he classifies them into 14 coping strategies: active coping, planning, suppression of competing activities, restraint coping, seeking social support (instrumental), seeking social support (emotional), positive reinterpretation & growth, acceptance, turning to religion, focus on & venting of emotions, denial, behavioral disengagement, mental disengagement, and alcohol-drug disengagement (Carver et al., 1989).

The present research team focuses the study to the coping strategies proposed in the article called *“Relación entre la metodología de la traducción y las estrategias de afrontamiento entregadas desde la psicología para abordar la Dimensión Afectiva Negativa presente en los procesos de práctica temprana y progresiva,”* where the authors suggested a table containing different strategies as a proposal to cope with the negative feelings that the translation students may experience during the early and progressive practicum process (Alfaro et al., 2021). The proposed strategies were categorized as the most effective and the ones with the most check marks were proposed as being the most helpful active coping strategies, such as: resolving the problematic situation, seeking social support, seeking professional support, positive reappraisal, reflecting the difficulty of copying and autonomy among others (see Table 2.)

Coping Strategies when Dealing with Stress Within the Academy

Stress in college is inevitable, although when stress disrupts daily activities, the student needs to determine the cause of the stress and how to manage it. Although it is important to bear in mind that each person has their own coping strategies and some of them might not work as effectively for each individual, some investigations suggest that men and women react differently to stress. In the academy, women, and men have different ways of coping with stress, for instance, Brougham et al., (2009 and Matud 2004 as cited in Yikealo D. et al., 2018): “found that women’s stress coping strategies are emotion-oriented and tend to display their feelings more openly whereas men are more likely to inhibit their emotional reaction to stress, women are more likely to engage in crying as a stress relief mechanism and crying could be healing, releasing, and stress-busting”. However, Yikealo in their study carried out by an independent-sample t-test result indicated that there is no statistically significant relationship between gender. They classified the coping strategies to cope with stress into two stress coping strategies: positive and negative wherein students were found to use more positive stress coping strategies than negative ones.

Among the positive ones, the most chosen were sleeping and taking enough rest, removing oneself from stressful situations, chatting with friends, watching movies, entertaining comedies, and praying. Among the negative ones, the most chosen ones were taking alcohol, eating excessively and getting irritable, and yelling at others.

PACTE Group

In an attempt to describe the importance of coping strategies, this research team was able to establish that topics such as emotions and feelings greatly influence the learning process of all those students who face a practicum process. The relationship between motivation and a variety of physiological and neutral factors sustains and directs the behavior in relation to the subject's environment (Bacigalupe et al., 2011). As a result of this, the present research group seeks to validate the strategies and their effectiveness to better encompass the model and concept of translation skills before the PACTE. Under this scheme, it is presented how emotions are involved in the cognitive processes of decision-making and problem-solving, especially in the translation process. The present research team seeks to generate a positive factor of motivational change in the practicum process of translation students. To achieve this goal, the research team takes specific characteristics and definitions of some learning techniques and analyzes the problem from the main focus: the PACTE.

Translation competence as the area of interest of many scholars and translation researchers in the last three to four decades is defined as the underlying system of knowledge required to translate as expert knowledge, predominantly procedural comprising different inter-related sub-competences (PACTE, 2013, as cited in Montafej and Nemati, 2014, p.16).

There are experts on the subject; both linguists and translators, who disagree with the number of sub-competences and their categories within the translation competence (CT). Is Ibid (as cited in Montafej and Nemati, 2014): “He also stated that this specific translator's competence is Analogous to the central position which PACTE strategic sub-competence has occupied”. This is why the present research group poses the dilemma of why, if there is an emotional problem within that translation process, there is no coping strategy in the face of that gap. This is coupled with the need to implement more research to verify the effectiveness and importance of the position within the established competences, in the hypothesis of the holistic model established by the PACTE group (see Table 3).

During the investigation process, the research team was able to realize that the teaching-learning process possesses a high level of complexity because a number of factors are involved, which directly or indirectly affect the academic performance of students. Therefore, one of the main focuses is to discover why the translation competence does not consider the physiological, affective, and emotional aspects, as fundamental elements and centralization in applying coping strategies in the translation students' practicum process. The implementation of strategies that are related to socio-effectiveness and emotions within translation skills are necessary (Alves, et al., as cited in Montafej and Nemati, 2014).

Methodology

This group of investigation observed the curriculum of the students of “Bachelor of Arts in English/English-Spanish Translator” and “Bachelor of Arts in Studies/English-Spanish Translator and Interpreter” from the Universidad de Atacama and chose the sample based on the experience the students have depending on the level they are attending. The students who must complete their early and progressive practicum process in their curriculum are semiannual plan levels 202, 302, and 402; and annual plan levels 300, 400, and 500. The students of semiannual plan level 202 of “Bachelor of Arts in Studies/English-Spanish Translator and Interpreter” were not chosen since they have not yet faced the practicum process and did not have the full experience to base their answers on the applied instrument. On the other hand, the students from semiannual plan level 402 have already experienced their first practicum process, as a result, the research team considered them qualified since they have the experience to base their answers. The same criteria were used for students for the annual plan levels 300, 400, and 500. All the students selected in this research study are familiarized with the translation methodology and all the practicum steps within the document “*Disposiciones generales*” (see Annex. 7.)

The research team has decided to perform a mixed research approach, hence the information obtained from this type of research is more accomplished. With this method, hard data can be obtained, and the personal opinions of the students complement the information and give the chance to be analyzed in a deeper way as explained in the book *Metodología de la Investigación* by Hernández-Sampieri:

Mixed method research represents a group of systematic, empirical and critical processes of investigation and implies the compilation and analysis of quantitative and qualitative data, as well as its blended integration and discussion, to make inferences because of all the gathered information (meta-inferences) and achieve a better understanding of the phenomenon that is being studied (Hernández Sampieri, R, 2008).

The research team made this decision based on the objective of the study, which is to establish what are the most commonly used active coping strategies by the students from the *Universidad de Atacama*, from the ones proposed in Alfaro et al., (2021), *Strategy Proposal to Cope with the Identified Affective Dimensions of the Early Practicum Process for Translation Students*. The mixed method research allows the study to apply a validated questionnaire that will bring data to produce statistics to determine which are the most and less frequently used strategies, besides bringing explanations from the students about how the selected strategies make them feel during the early and progressive practicum process.

The research design that has been selected for this research is a concurrent transformative design because the quantitative and qualitative data will be equally important to analyze the answers and elaborate on a conclusion. Both types of data will be recollected at the same time with the same data collection instrument. Finally, the information gathered will be “nested”, since either quantitative or qualitative answers are equally important to the investigation.

Procedures

To validate if the active coping strategies (resolving the problematic situation, seeking social support, seeking professional support, positive rehearsal, reflecting on the difficulty of coping, *and* autonomy) were effective, the present research team designed the following instrument focused on translation students from the *Universidad de Atacama*, especially directed to level 402 of the semiannual plan, and levels 300, 400, and 500 of the annual plan of translation career.

The proposed instrument consisted of a single questionnaire that helped to present with greater rigor the data results. The instrument called *Cuestionario de Estrategias de*

Afrontamiento del Proceso de Práctica Temprana y Progresiva de los Estudiantes de Traducción designed by the present research team, was obtained to assess whether the strategies mentioned above were effective or if it was necessary to implement new ones, revalidate or discard some the proposed active coping strategies.

This instrument consisted of the evaluation of 6 types of proposed active coping strategies aroused in the face of problems (negative feelings or stressors) derived or registered in the practicum processes of translation students. It consisted of choosing from two sections: quantitative and qualitative. The first section, as part of the quantitative method, included multiple choices with selection boxes, where the student had the possibility to choose one or more active coping strategies for each translation methodology step. The second section, as part of the qualitative method, consisted of four open-ended answers, where the student was asked to express, in their own words, if other coping strategies were effective to their early and progressive practicum process as to the ones offered by the previous research team. The questionnaire was given to the students from the *Universidad de Atacama* on September 30th and the deadline to upload their answers was October 19th. The questionnaire was delivered and analyzed via Google Forms; this platform presented the results of the quantitative phase in the form of various graphs. The current research team created different tables for each question and answer presented by students, and it was decided to name them "subjects" in order to keep the information confidential.

The instrument activities developed during this process along with the participation of experts and professionals from the translation sector were beneficial for the evaluation and validation of the results, at the same time, they comprised an important space for discussion and contribution to the application of conceptual and methodological aspects of the active coping strategies.

Data Analysis

According to the previous research, there are emotional factors influencing students during their early and progressive practicum process, and a proposed list of the most commonly used active coping strategies was suggested. For that matter, the present research team ought to prove through a quantitative and qualitative analysis which are the most and least strategies used during that stressful time in their academic lives with the purpose of

verifying which ones can be applied in the future and which ones should be avoided as a helping mechanism when performing each practicum process steps.

Information Collection Process

Initially, the information collection process was first implemented by contacting the practicum process coordinator to determine the number of students to whom the teachers were tutoring through their early and progressive practicum process for the validation of the instrument.

Subsequently, a validation letter was prepared in which the validation survey was explained in detail to three teachers from the language department with experience in translation research. The validation letter contained the research objective and the criteria that were used in this thesis so that professors could understand the questions that the students would be asked. Afterward, the validation letter was given physically to each professor where suggestions and revisions were requested, for instance, in the second stage (open-ended questions), two professors suggested eliminating one of the four questions, and although it was acceptable, the team decided it was not necessary, so a total of three questions remained available in that section.

Once this validation letter was fully authorized and edited, the process of applying the instrument was applied to translation students who completed levels 402 of the semester plan and levels 300, 400, and 500 of the annual plans. In the survey, for a better understanding, the instrument contained: the characteristics of each proposed active coping strategy in detail, the purpose of the survey, and the development of the instrument. The survey consisted of two sections: 1st section, the quantitative method, and 2nd option, the qualitative method. In the quantitative method, multiple-choice questions with checkboxes were included so that the student could choose one or more active coping strategies. In the qualitative method, consisting of open-ended questions the student could answer openly in their own words.

Finally, the survey was sent to the 24 selected students, dated September 20, 2022, via email. In which the deadline was established on October 19, 2022. Thus, 19 days were available to send their answers. In the following google drive car charts, this research team

will analyze each question and the most and least applied strategy by translation students at the *Universidad de Atacama*.

First phase: Quantitative method analysis

To learn more about the characteristics of each variable, first of all the present research team must carry out a descriptive analysis of its indicators of central tendency, dispersion and shape. The results obtained in relation to coping strategies in the translation practicum process are presented below.

Result of questionnaire: Validation of the Most Useful Strategy in the Practicum Processes.

Encontrar y contactar con un tutor supervisor

1) En la etapa de encontrar y contactar un tutor supervisor, usted aplicó las siguientes estrategias:
20 respuestas

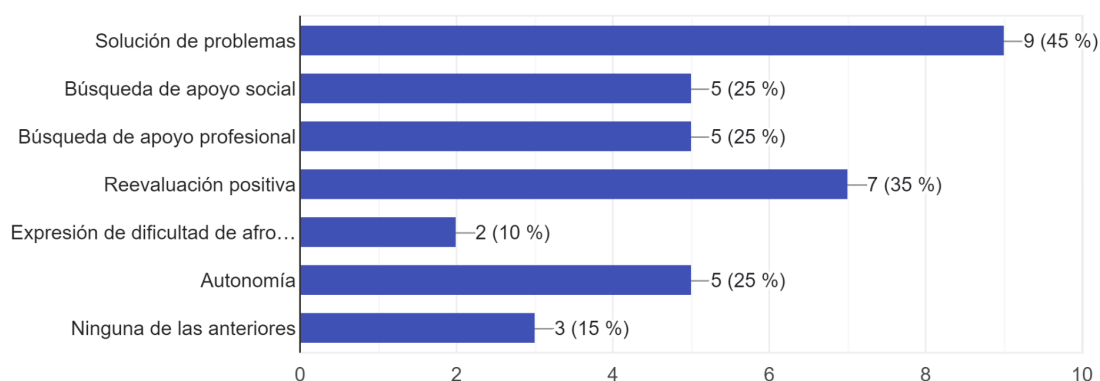


Figure 1. Results of translation stage number 1: Encontrar y contactar con un tutor supervisor.

On the first question, the data collected showed that the most appropriate strategy to face the translation step *Encontrar y contactar un tutor supervisor* was *Solución de problemas* with a total of 45%. On the other hand, the most ineffective was *expresión de dificultad de afrontamiento*. The strategy *solución de problemas* might be easy to implement for students during this process because when in doubt finding a tutor for supervision of the translation work must be chosen immediately after your work is assigned and resolved in a

timely manner. Meanwhile, the strategy *expresión de dificultad de afrontamiento* was the most ineffective with a total of 10% because expressing the difficulties generated by stressors ceases fixing the problem that requires a quick action.

Carta Gantt

2) En la etapa de elaborar la Carta Gantt, usted aplicó las siguientes estrategias:

20 respuestas

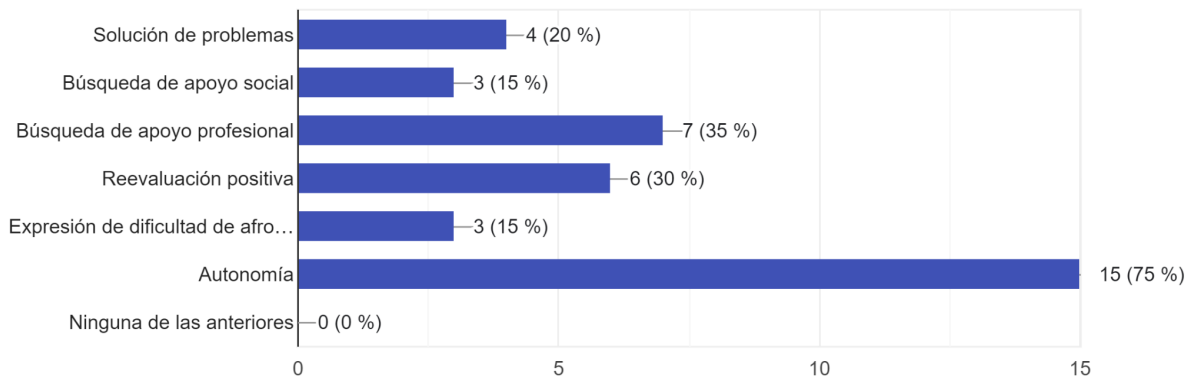


Figure 2. Results of translation stage number 2: Carta Gantt.

The *Carta Gantt*, being a graphic tool where the times are established in advance and a specific deadline for the delivery of each step of translation is set, must be developed individually according to the time and availability of each student, so there is no doubt that the strategy of choice was Autonomy with a total of 75%. On the contrary, the most ineffective strategies chosen by students were *Búsqueda de apoyo social* and *Expresión de dificultad de afrontamiento* with a total of 15% and 15% respectively since the task does not require other individuals to accomplish the task, therefore, the support of other people such as friends, family or professionals is not necessary.

Skimming y Scanning

3) En la etapa de skimming y scanning, usted aplicó las siguientes estrategias:

20 respuestas

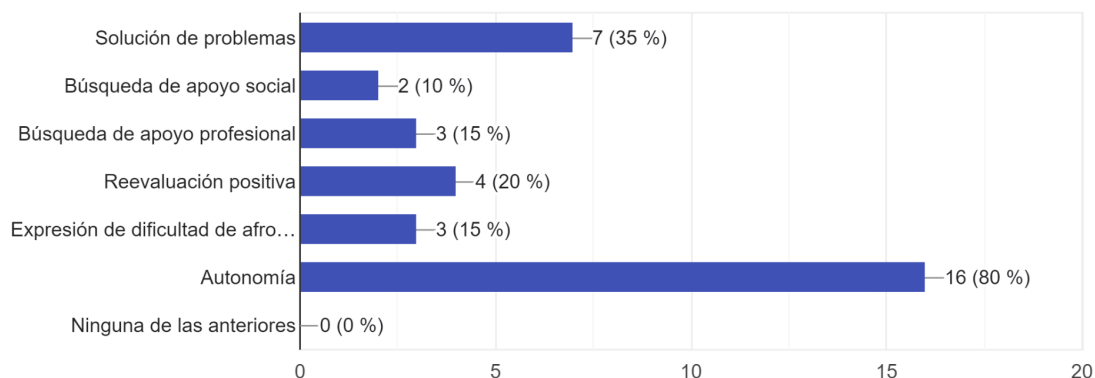


Figure 3. Results of translation stage number 3: Skimming and Scanning.

The same situation occurs with the skimming/scanning stage, where *Autonomía* with a total of 80% also prevails, in this stage the student must read the whole document before translating with the purpose to find in broadly unfamiliar terminology and translation problems based on the student's own knowledge and experience, that means, this step requires an action to be performed individually according to one's own knowledge so is understandable why students did not select *Búsqueda de apoyo social* with a result of 10%.

Documentación

4) En la etapa de documentación, usted aplicó las siguientes estrategias:

20 respuestas

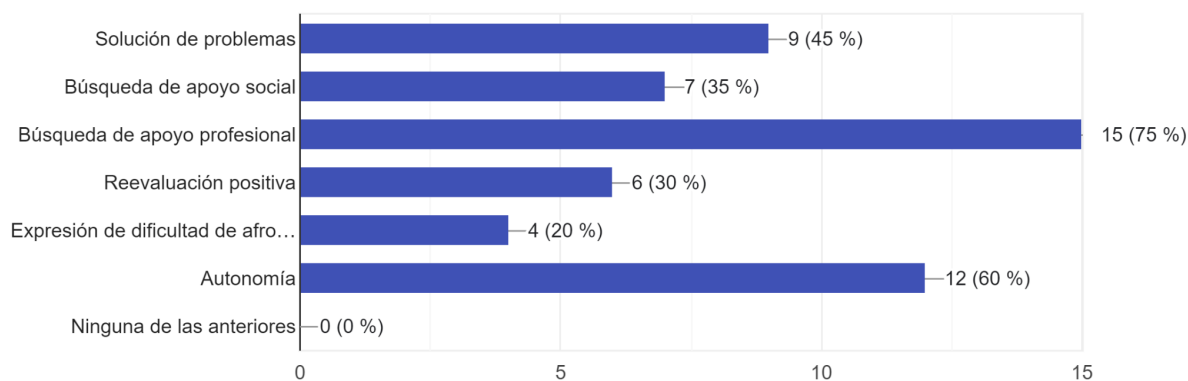


Figure 4. Results of translation stage number 4: *Documentación*.

On the fourth question, students were asked about *Documentación* and the most chosen strategy was *Búsqueda de apoyo profesional*, with a total of 75%. This result may have been given due to the complexity of this stage, which is that students need to find good sources of information, glossaries and dictionaries that will, in part, determine the quality of the result. Considering the infinite amount of information that can be found on the internet, asking for advice from a professional may be a very smart decision to understand how to filter and select the data sources. The less selected strategy was *Expresión de dificultad de afrontamiento*, with a total of 20%, maybe because that option is the one that takes more distance from actually resolving the problem. Expressing the difficulty of the stage may be one of the basic efforts and very common among the students, but it will need a more practical solution.

Glosario terminológico

5) En la etapa de elaborar el glosario terminológico, usted aplicó las siguientes estrategias:

20 respuestas

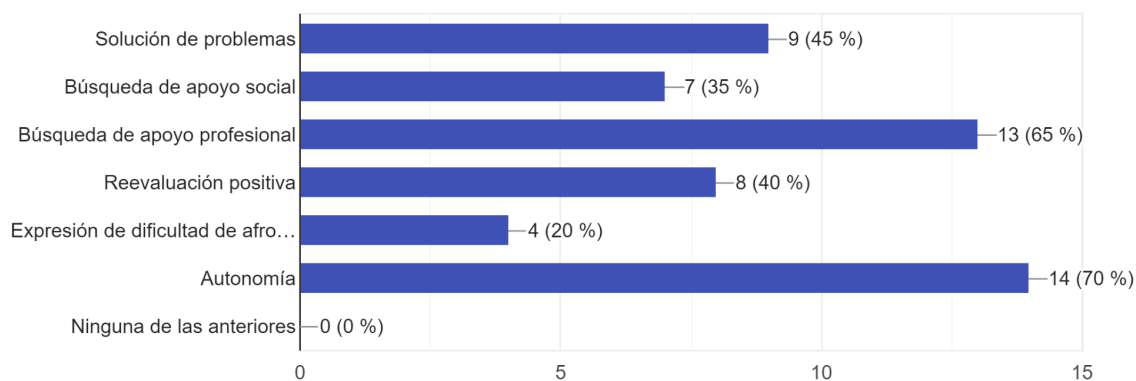


Figure 5. Results of translation stage number 5: *Glosario terminológico*.

In the stage of *Glosario terminológico*, the most selected one was *Autonomía*, with a total of 70%, probably due to the individuality of the stage that needs the students to make decisions based on the knowledge obtained during the documentation and their personal judgment. Consequently, it is important to consider the correlation between this stage and the previous one (*Documentación*), since they are both very practical stages that need a great deal of individual work. This relation can be seen in the students choosing *Búsqueda de apoyo*

profesional in the stage of *Documentación*, but *Autonomía* to carry out the glossary, which may suggest that students believe that once they have documented appropriately, they do not need any other person to achieve a suitable glossary. On the other hand, *Expresión de dificultad de afrontamiento*, with a total of 20%, is the least effective one according to the students. This may follow the same logic as the previous question; the students will probably express the defiances of the stage, but to solve the problem they merely need to take action.

Encontrar los problemas de traducción y proponer técnicas para su solución

6) En la etapa de encontrar los problemas de traducción y proponer técnicas para su solución, usted aplicó las siguientes estrategias:

20 respuestas

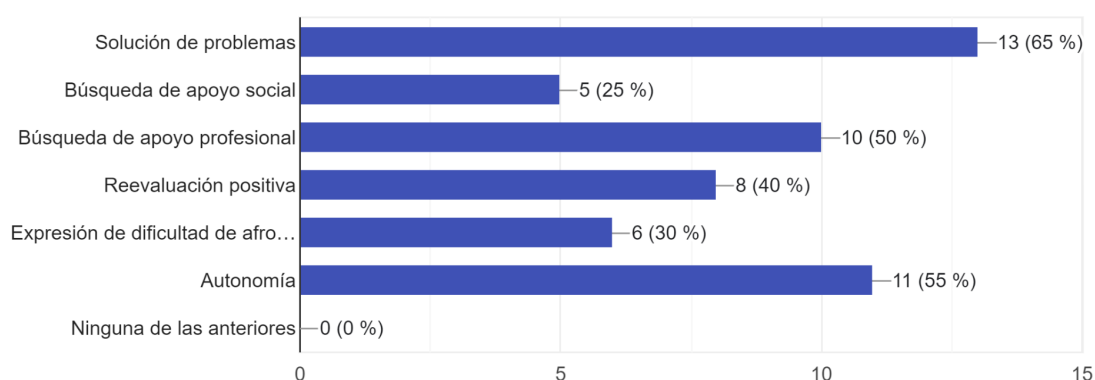


Figure 6. Results of translation stage number 6: Encontrar los problemas de traducción y proponer técnicas para su solución.

In the sixth question, the students choose *Solución de problemas* as the most effective strategy. This may have been given due to the necessity of resolving the problem on time and in the most efficient way considering that in this stage, the students have to use their basic translation knowledge applied to the actual text they are translating. The less chosen one was the strategy *Búsqueda de apoyo social*, which may be determined by the intrinsic individuality of the task.

Elaborar el borrador del TM (Texto Meta)

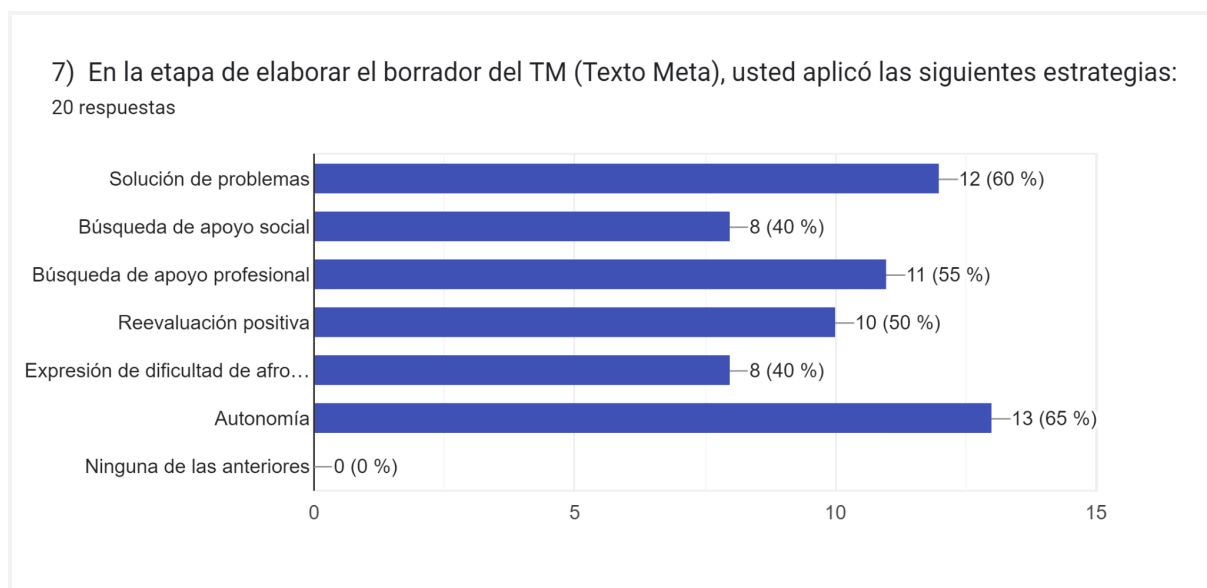


Figure 7. Results of translation stage number 7: Elaborar el borrador del TM (Texto Meta).

This stage shows that students chose the strategy *Autonomía* with a total of 65%, which is interpreted as a responding mechanism to seek solutions to a problem independently without the support of other people such as friends and family or professionals. On the contrary, the strategies *Búsqueda de Apoyo Social* and *Expresión de Dificultad* with a total of 40% of the responses respectively, were equally chosen by students. It is understandable that students selected *Búsqueda de Apoyo Social* as a strategy as well as *Expresión de Dificultad de Afrontamiento* because the first one helps by seeking support through a group of friends and family or professionals focused on the disposition of affection by receiving emotional support and information to tolerate or face a problematic situation or the emotions generated by stress, and in a similar way, the second one, *Expresión de Dificultad de Afrontamiento*, helps to express the difficulties in coping with the emotions generated by the situation and it helps to express their emotions while solving the problem. It is also important to point out that the results from this google drive car chart also indicate that 100% of the students use at least one coping strategy when dealing with this translation stage.

Entrega de correcciones

8) En la etapa de entrega de correcciones, usted aplicó las siguientes estrategias:

20 respuestas

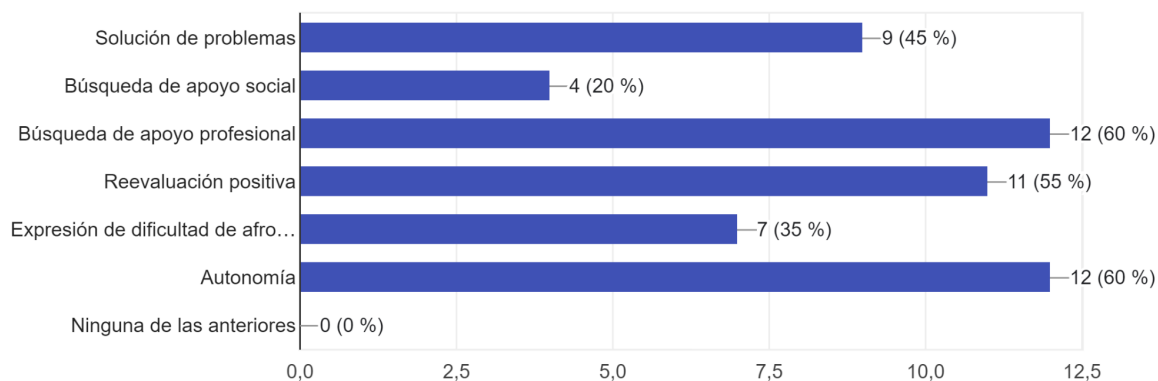


Figure 8. Results of translation stage number 8: Entrega de Correcciones.

Contrary to the previous stage, the preferable responses in this chart are divided equally between two strategies, *Búsqueda de Apoyo Profesional* and *Autonomía*, with an equal percentage of 60% each. By selecting *Búsqueda de Apoyo Profesional*, the student may have chosen to seek professional support because when reviewing the corrections, the support of a professional can be advantageous in correcting errors, such as terminology or grammar. In the second strategy selected, the student might have chosen *Autonomía*, as they may feel that correcting their own mistakes can be more contractive to their learning process. On the other hand, the least used strategy was *Búsqueda de Apoyo Social* with a total of 20%, because, in this strategy, some students may feel that their family or friends might not understand the process they are going through, or they might be afraid of being judged from mistakes that need to be corrected.

Maquetación

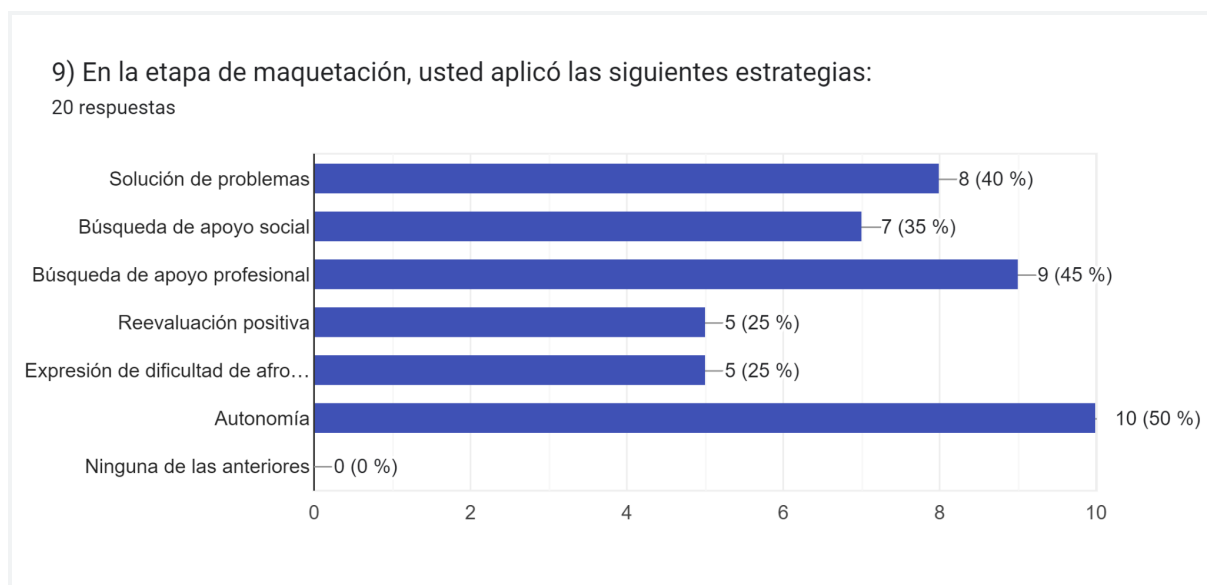


Figure 9. Results of translation stage number 9: Maquetación.

It is observed in this chart that the most used strategy selected by students was *Autonomía* with a total of 50%. This research team believes it was selected in the majority because at this stage risk factors predominate, and good strategies are important to render an excellent delivery of the translation task. Time is a determining factor during this stage and deciding on a quick strategy and solution is key, which is why the strategies with the lowest percentage do not comply or are simply not a priority in this part of the process since they do not fulfill that role. At this stage, there is a tendency to respond to the problem independently while solutions are sought through the help of programs on the Internet, tutorials, or YouTube videos among others. On the contrary, the least used strategies used by students were *Reevaluación positiva* and *Expresión de dificultad de afrontamiento* with a total of 25% each because this research team understands that this translation stage is a stressful and a time-consuming process and those strategies will not provide the necessary resources to complete the task well but rather waste valuable time.

Revisión final de TM (Texto Meta)

10) En la etapa de revisión final del TM (Texto Meta), usted aplicó las siguientes estrategias:
20 respuestas

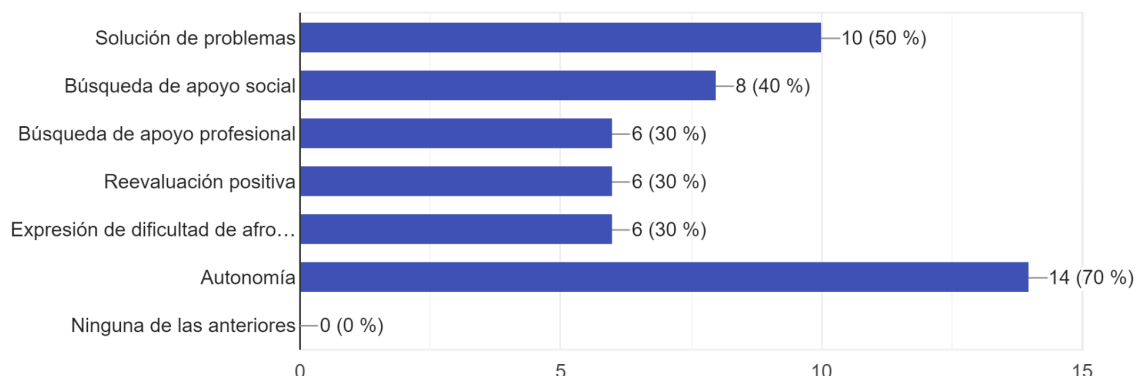


Figure 10. Results of translation stage number 10: *Revisión final del TM (Texto Meta)*.

The *Revisión final del TM (Texto Meta)*, is a stage where students ought to make sure that everything in the target text is well-written and complete for the final presentation. The data collected showed that the most common coping strategy used in this stage is *Autonomía* with a total of 70%, this probably occurred because this stage is charged with enormous stress and negative feelings, and sometimes it might be easier for students to cope with those feelings on their own by using their own knowledge. On the other hand, the active coping strategies that were used the least by students according to the data with a total of 30% were *Búsqueda de apoyo profesional*, *Reevaluación positiva*, and *Expresión de dificultad de afrontamiento*. Each of these strategies has its advantages and positive aspects during this stage but as seen by the data, they are not the first option, or they are not as accessible to students. For instance, in *Búsqueda de apoyo profesional*, it might be helpful to have a professional to help with spelling mistakes or with the layout, but not every student can access them or think of them as an option, hence being the only solution for them to rely on their own abilities to fix their mistakes.

Creación del informe de práctica

11) En la etapa de la creación del informe de práctica, usted aplicó las siguientes estrategias:
20 respuestas

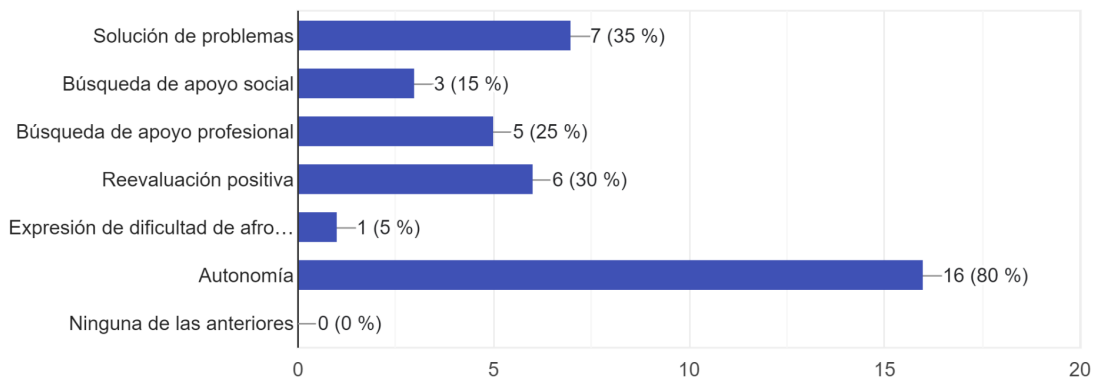


Fig. 11. Results of translation stage number 11: Creación del informe de práctica.

In the stage *Creación del informe de práctica*, the students must create a report where they provide details of each stage experienced in the practicum process, such as explaining the text they are translating and talking about their own experiences during the task. The data collected showed that the most common active coping strategy for students in this stage was *Autonomía* with a total of 80%, this is because is a written report task where students write in detail their own experiences during the practicum process, such as, what they learned, the new skills they acquired during the time, their strengths, and weaknesses. It is a stage where the student's own knowledge and perspective of the process are described. Meanwhile, according to the data, the least common active coping strategy was *Expresión de dificultad de afrontamiento* with a total of 5%, this is because not many stressors occurred, so the student does not face many difficulties while working on it in comparison to other stages where stressors and negative feelings can cause problems in the performance of the student.

Entrega final

12) En la etapa de la entrega final, usted aplicó las siguientes estrategias:

20 respuestas

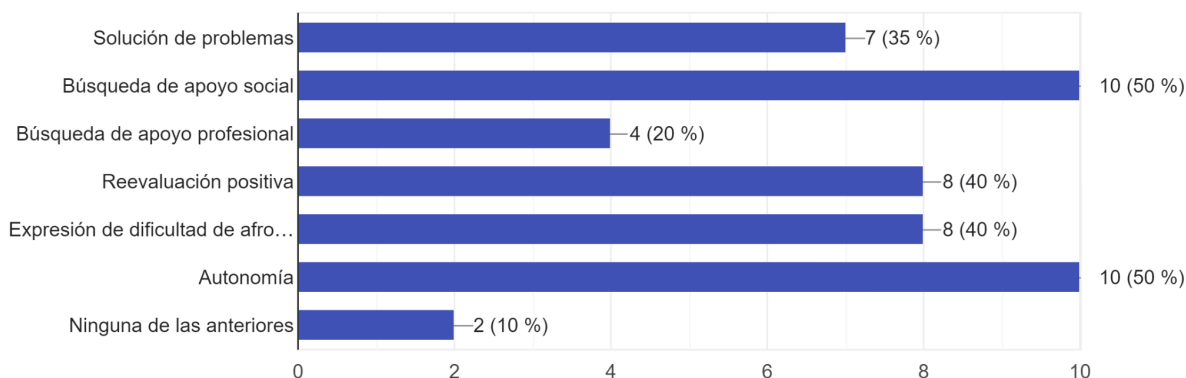


Fig. 12. Results of translation stage number 12: *Entrega final*.

In the stage *Entrega final*, the student needs to render the final target text and make sure that every part of the translation methodology (glossary, problems, techniques, among others) is revised, corrected, and delivered on time for the final grade. The data collected showed that the most common active coping strategies used by students are *Autonomía* and *Búsqueda de apoyo social* with a total of 50% respectively, these stages are very different from each other. By selecting the strategy *Búsqueda de apoyo social*, it might have been easier for students to cope with the stressors and the negative emotions with the help of friends and loved ones who helped them to feel motivated during this process, especially in this last stage where they might start doubting themselves about their final work. Social support can be very helpful to keep the student motivated and deliver a good job. Similarly, the strategy *Autonomía* was also one of the most used, this might be chosen by students because, at the end of the day, the practicum process can be an isolated activity, and some students may choose to work on their own to avoid external distractions. On the other hand, the least common active coping strategy used for students at this stage was *Búsqueda de apoyo profesional* with a total of 20%. This strategy can be very useful for students, but in the long run, it is not accessible to everybody. Also, in the final step of the practicum process, a student's last resource would be looking for the help of a professional since the pressure of delivering everything in time can make the student forget about that option. It is also important to remark, that the option *Ninguna de las anteriores* obtained a 10% total in the data recollected, which means that some students do not use a strategy or might use a different one to the ones mentioned for the final steps of the practicum process.

Second phase: Qualitative Method Analysis

Result of open-ended questions

Table 3: Validation of the Most Useful Strategy in the Practicum Processes.

| <p>Question 1: ¿De todas las estrategias nombradas en el apartado anterior, cuál consideraría usted que es de mayor utilidad para afrontar la dimensión afectiva o agentes estresores durante el proceso de práctica progresiva y temprana?, y ¿por qué?</p> | |
|---|---|
| Subject | Responses |
| Subject 1 | Búsqueda de apoyo social |
| Subject 2 | Reevaluación positiva |
| Subject 3 | Solución de problemas y Reevaluación positiva |
| Subject 4 | Dentro de las estrategias de mayor utilidad considero que las más importantes son las de apoyo social y profesional, debido a que tratar estos con amigos, familiares o pares que puedan estar enfrentando lo mismo o con profesionales que puedan dar respuesta a estos y entregar apoyo es de vital importancia frente al estrés y la dimensión afectiva. |
| Subject 5 | Reevaluación positiva. Creo que tiene más beneficios a largo plazo. |
| Subject 6 | La búsqueda de apoyo social, siento que el apoyo de seres queridos ayuda bastante a disminuir el estrés y ansiedad producidos al hacer la práctica. |
| Subject 7 | De mi punto de vista la solución de problemas es la más útil debido a que yo necesito recurrir a fuentes fidedignas y un profesional para solucionar las dificultades. |
| Subject 8 | En este caso consideraría la búsqueda de apoyo social, ya que el menos para mí el poder conversar con mis compañeros y ver que no soy el único que está tan mal me ayuda a sentirme mejor. |

| | |
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| Subject 9 | Desde mi experiencia, la estrategia de mayor utilidad es la de búsqueda de apoyo social, ya que te dan otros puntos de vista y te brindan ayuda, como también apoyo y ganas de seguir adelante. |
| Subject 10 | en caso de tener problemas durante el proceso de práctica sería útil el apoyo profesional, y en el caso emocional por supuesto que el apoyo social, deben ser muy importantes a la hora de sobrellevar el proceso. |
| Subject 11 | expresar la dificultad y autonomía, ayuda social, porque es la única forma de terminar el proceso aunque no disminuye en nada los agentes estresores. |
| Subject 12 | Apoyo social, ya que al hablar con personas externas al temas te dan su punto de vista y eso ayuda a verlo de otra manera y replantear situaciones de nuevo. |
| Subject 13 | Búsqueda de apoyo profesional, puesto que los tutores siempre están dispuestos a ayudar, y como efecto conlleva una solución de problemas. |
| Subject 14 | El apoyo profesional y social, la reevaluación positiva. Es importante sentir una buena red de apoyo en el proceso de práctica para que el estrés sea amortiguado por emociones positivas. |
| Subject 15 | Búsqueda de apoyo social y Expresión de dificultad de afrontamiento, porque al saber identificar los agentes estresores nos ayudaría encontrar una solución a esto, de igual forma el apoyo que puede darte un grupo social cercano podría ayudar a uno afrontar los problemas y buscar alguna solución. |
| Subject 16 | Búsqueda de apoyo profesional por que así se obtiene más información sobre lo que necesitamos saber. Además así sabremos cómo afrontar las dificultades que se nos presentan y poder abordarlas con un profesional es la mejor forma de saber cómo abordar un problema de ese nivel. |

| | |
|------------|--|
| Subject 17 | La ayuda social y la autonomía, buscar ayudar entre nuestros pares, familiares y profesores nos puede dar las herramientas para proeder de forma autónoma. |
| Subject 18 | Seria tanto la de búsqueda de apoyo social como la profesional debido a que al poseer un respaldo de una opinión externa con respecto a nuestros estudios pueden facilitar un poco el proceso de estudio y de práctica. |
| Subject 19 | Búsqueda de apoyo social |
| Subject 20 | Búsqueda de apoyo social y profesional. El apoyo social en necesario para alivio emocional o un poco de ayuda durante el proceso. Y el apoyo profesional para buscar orientación y un poco de alivio en el ámbito técnico (calmar temores o incertidumbre sobre errores de un modo más académico en comparación al alivio emocional que causa el social) |

Source: Own Work.

According to the data collection, the active coping strategy “*Búsqueda de apoyo social*” provides greater utility for students in the early and progressive practicum process. Many of the student’s answers explained in detail how this strategy is very useful when dealing with stress, anxiety, and excess workload when dealing with negative emotions during this stage. They also mentioned how the support of family and friends is key when helping them deal better with these emotions at the right moment. They also described how their points of view help them to see the problem in a different way, look for solutions, and rethink how to face certain situations. Furthermore, it is also remarkable to mention in the responses, that when they see someone who is going through the same problems as themselves, they feel relieved and comforted by knowing they are not alone, which helps them to continue and move on with their work. When dealing with stressors good relationships and good communication with their peers are crucial in the life of a student since they not only help them emotionally but also help them build empathy towards other people. For the most part, thanks to the data recollected, it is noticeable that students, in general, want to feel supported by their loved ones during the practicum process because

social support helps them to face positively to different situations and negative emotions they must deal with within this activity as being an important moment in their academic studies.

On the other hand, another active coping strategy that was mentioned as one of the most useful ones was “*Búsqueda de apoyo profesional*”. In this stage, many students expressed that having the help of a professional or expert in the translation area was helpful because they can better help you to cope with challenging situations while boosting your mood in comparison with other strategies mentioned in the section “*Búsqueda de apoyo social*”. They explained how having a tutor that was willing to help them and share their knowledge in the process made them feel calm when experiencing fears and doubts about the task. The guidance provided by professionals (tutors, professional translators, teachers), was helpful to resolve uncertainties in the text they were translating, as with the terminology or mistakes they committed during any stage of the translation methodology. An important aspect they mentioned, is that having support from someone with experience who has also undergone the same experience process in the past, makes them feel reassured as they have the proper support on how to approach the different difficulties presented.

Additionally, a strategy that was mentioned to a small extent was “*Reevaluación positiva*”, a strategy that suggests seeing things from a different angle can help you step away from a stressful situation. While looking at the positive side of things people learn about their mistakes and the experience helps them to face them in the best way possible in the future. One of the students mentioned that this strategy was the most beneficial in the long run because, in comparison to other strategies, this one requires them to make changes in the way they think which helps to resolve a problematic situation positively instead of waiting for things to resolve on their own. Practicing this exercise could be helpful once they graduate and start their lives in a working environment.

Alternatively, according to the data recollected, other strategies mentioned to a very small extent are “*Expresión de dificultad de afrontamiento*”, “*Solución de problemas*”, and “*Autonomía*”. The strategy *Autonomía* is mentioned to be useful when the students also receive the support that provides the strategy “*Búsqueda de apoyo social.*” This response, as well as many other strategies mentioned in Tab. 3, indicates that some strategies may work simultaneously in order to provide better results when it comes to dealing with the stressors and the negative emotions that can come from the practicum process. Furthermore, it is

important to mention that even though some of these strategies, were selected as being the most useful for some students, did not obtain an outstanding score, meaning that some students may not prefer to pursue social support, or may not have access to professional support, or they simply may choose a different strategy not provided on the list.

Table 4: Validation of the Least Useful Strategy in the Practicum Processes.

| Question 2: ¿De todas las estrategias nombradas en el apartado anterior, cuál consideraría usted que fue de menor utilidad para afrontar la dimensión afectiva y agentes estresores durante el proceso de práctica progresiva y temprana?, y ¿por qué? | |
|---|--|
| Subject | Responses |
| Subject 1 | Expresión de dificultad de afrontamiento |
| Subject 2 | Autonomía |
| Subject 3 | Autonomía |
| Subject 4 | De estas, considero que la de menor utilidad es la autonomía, ya que, al estar solo frente al problema crea un efecto de bola de nieve, en el que, si la forma utilizada para afrontar este estrés es incorrecta, este crea más estrés negativo o soledad que puede llegar a sobrecargar a la persona. |
| Subject 5 | Búsqueda de apoyo social. En mi caso personal, el apoyo emocional de personas que en realidad no comprenden en totalidad la tarea que estoy haciendo o el proceso que estoy pasando entregan una ayuda muy superficial que al fin de cuentas no me sirve. |
| Subject 6 | Autonomía, ya que provoca aislamiento y el embotellamiento de emociones y carga, a la |

| | |
|------------|---|
| | larga puede causar que la persona explote y termine más estresada y ansiosa. |
| Subject 7 | Autonomía debido a que este tipo de actividades son muy difíciles para mi por ende necesito recurrir a un profesional con más experiencia. |
| Subject 8 | Realmente no podría decir cual es de menor utilidad en comparación a las otras ya que en la práctica uno termina utilizándose todas en algún punto de acuerdo a su situación. |
| Subject 9 | La de menos utilidad podría ser la de autonomía, ya que no se intenta buscar apoyo en otras personas por lo que el proceso se vuelve más estresante y complicado, ya que no recibes puntos de vistas diferentes ni información que podría ser de ayuda para el proceso de práctica. |
| Subject 10 | La autonomía debido a que uno no puede solo en este proceso tan engorroso y estresante. |
| Subject 11 | expresar la dificultad y buscar ayuda profesional, en MI CASO personal no fue de utilidad porque las respuestas que recibí fueron muy poco empáticas en cuanto a la relación de profesor-alumno. |
| Subject 12 | Apoyo profesional, ya que al ser práctica online es muy difícil la comunicación fluida. |
| Subject 13 | Solución de problemas, debido a que no entendí a que se refiere este apartado. |

| | |
|------------|---|
| Subject 14 | Ninguna. |
| Subject 15 | Autonomía, ya que a pesar de que algunas personas puedan preferir esta opción, a veces es importante apoyarse en otros para buscar soluciones y tener distintas opiniones. |
| Subject 16 | Búsqueda de apoyo social, quizás por que familiares y amigos no están familiarizados con la problemática que se presenta. Muchas veces una persona se estresa por el hecho de no poder avanzar en su actividad por lo que genera autonomía. Al desarrollar eso quizá se cierra a muchos consejos provenientes de alguien que no sabe del tema |
| Subject 17 | Quizás, en mi caso la autonomía no fue siempre eficaz. |
| Subject 18 | El proceso de Expresión de dificultad de afrontamiento ya que al expresar las molestias con respecto a las dificultades ayudara a encontrar soluciones si no se trabaja en ello. |
| Subject 19 | reevaluación positiva |
| Subject 20 | En lo personal la autonomía puede ser tanto positiva como negativa, ya que si cometes errores mientras estás solucionando algo de forma autónoma, en el futuro perderás tiempo arreglando dichos errores, que durante el proceso de práctica, el tiempo es lo más valioso. |

Source: Own Work.

The answers showed a clear tendency to a specific strategy that was mentioned several times: *autonomía*, which was selected by ten out of 20 students. According to some students' explanations, this strategy can become counterproductive when facing a stressful process that confronts them with many new challenges. In other words, when they are working on the practicum process, they can manage to do almost everything on their own, however, the risk is ending up feeling overwhelmed by the pressure or resulting in making mistakes derived from the determination of not to ask for help when necessary. Consequently, based on these statements it can be understood that the students selected *autonomía* as the less effective strategy because they comprehended that sometimes it is essential to have different points of view on a problem besides emotional support.

Regarding *Búsqueda de apoyo social*, two of the students declared that this strategy was not effective since relatives are not familiarized with the topic and as a result, the concerns associated with the process, and the support provided by them are worthless. This can be understood in the sense that sometimes specific problems need specifically qualified people that can actually understand and help, otherwise, they might not empathize with the student's concerns.

Búsqueda de apoyo profesional was selected twice, one of the student's arguments pointed out the lack of empathy they experienced from some teachers when help is required, while the other emphasizes the difficulty to achieve fluent communication with them. Both situations could have been caused by either the busy agendas of the teachers or a problem with online exchanging information, especially if the student lives in another city.

Another student selected *Expresión de dificultad de afrontamiento* as the less effective strategy, which may have been given by a combination of different reasons, such as the lack of empathy they received from other people, like relatives or friends, who are not immersed in the world of translation; or teachers, who may not have been present enough to help the students. Another reason could have been the determination of being focused on finishing the task while ignoring the negative feelings experienced.

Finally, the strategy *Reevaluación positiva* was selected as the less effective one. This may have been proposed because of specific problems that students are trying to solve with no comparison to other issues during the practicum process.

Table 5: Strategies proposed by students for the Practicum Processes

| Question 3: ¿Tiene alguna estrategia no mencionada con anterioridad que le sirva para afrontar la dimensión afectiva y agentes estresores durante el proceso de práctica progresiva y temprana?, y ¿por qué? | |
|---|--|
| Subject | Responses |
| Subject 1 | Toma de tiempo libre durante sesiones |
| Subject 2 | Distraer mi mente con algún juego, video o película. No estar todo el tiempo pensando en el estrés. |
| Subject 3 | Ordenar mis tiempos, para así poder tener tiempo de hacer cosas que me gusten. |
| Subject 4 | No, todas las estrategias que utilizo se ven resumidas en alguno de los puntos mencionados con anterioridad. |
| Subject 5 | Generalmente, aislarme en cierta medida y tomar tiempo para mí suele funcionar bastante bien. El interactuar mucho con la gente durante periodos de estrés me molesta. El silencio y paz suele serme mucho más útil que cualquier otra cosa. |
| Subject 6 | Creo que no, ya que las ya mencionadas son las que uso. |
| Subject 7 | No, ninguna. |

| | |
|---------------------------|---|
| Subject 8 | Diría que el descanso, cuando me siento sobrecargado y ya no tengo ni la motivación ni las ganas de seguir con el proceso simplemente me alejo del computador y descanso, pienso en otras cosas o hago algo distinto. Cuando siento que mi mente ya está tranquila vuelvo a trabajar. |
| Subject 9 | La estrategia de realizar actividades externas o de autocuidado, es decir, tomar un momento para descansar y realizar actividades que me ayuden a relajarme y sentirme mejor para luego poder enfocarme mejor y realizar las actividades de práctica con la mente más clara. |
| Subject 10 | Creo que una estrategia importante y que debe ser considerada por el estudiante es, darse un tiempo para descansar, salir a tomar aire puro, descansar la vista, relajarse y siempre apoyarse emocionalmente, ya sea con personas de su agrado o profesionales. |
| Subject 11 | No tengo otras estrategias para afrontar la dimensión afectiva, ni agentes estresores:(|
| Subject 12 | No que recuerde ahora. |
| Subject 13 | No. |
| Subject 14 and subject 19 | Ninguna. |
| Subject 15 | No, normalmente he utilizado las estrategias ya mencionadas. |
| Subject 16 | no que recuerde. Muchas veces recurro a la |

| | |
|------------|---|
| | autonomía. |
| Subject 17 | Creo que todas fueron mencionadas. |
| Subject 18 | No poseo ninguna otra estrategia |
| Subject 19 | ninguna |
| Subject 20 | <p>Desconozco si cuenta como una estrategia la verdad, pero lo compartiré:</p> <p>Cuando estoy muy saturada o ansiosa sobre la práctica, me tomo una pausa para relajar mi mente e intentar eliminar pensamientos intrusivos. Durante esta pausa escucho música o algún podcast sobre temas de mi interés, realizo algunos de mis hobbies, me recuesto en alguna cama, o me alejo de mi zona de trabajo para rodearme con otro tipo de ambiente, ya sea al aire libre u otra habitación de la casa.</p> <p>Revisar las redes sociales no es una opción ya que dependiendo de mi estado, puede ser contraproducente emocionalmente. Así que durante estas pausas, las evito.</p> <p>Más que centrarme en individuos, me centro en cosas.</p> <p>Después de esta pausa puedo continuar el proceso con la cabeza más fría y con otra mentalidad. Lo único negativo de esto es que puedo caer en la procrastinación, perdiendo horas de avance.</p> |

Source: Own Work.

In response to the thesis, it is observed that more than a half of the students tend to use nearly all of the strategies proposed by this research group, as *Solución de Problemas*,

Búsqueda de Apoyo Social, Búsqueda de Apoyo Profesional, Reevaluación Positiva, Expresión de Dificultad de Afrontamiento and Autonomía, which comes to validate the recommended strategies as an effective support to cope with the practicum process. Apart from the strategies mentioned, “hobbies” were frequently named as a form of distraction and are personal choices of the students. As it was mentioned before, many of the student’s agreed that another useful strategy for students is what is called self-care activities in order to promote emotional health like taking a break, listening to music, get some fresh air, rest, be in silence, be away from the workplace, among others. Considering this, it is important to notice that, even though there are coping practices that can be useful to people in general, each person must develop their own method to manage the negative feelings. Accordingly, the strategies provided by the current research team were proven to be useful and it helped this research team to support the objective of the investigation.

Triangulation of results

The data analyzed in the first section of instrumentalization, allowed us to identify the main strategies used by translation students as follows:

Table 6. Final result of quantitative analysis.

| Strategies | Stages | | | | | | | | | | | |
|--|--------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Solución de Problemas | x | | | | | x | | | | | | |
| Búsqueda de Apoyo Social | | | | | | | | | | | | |
| Búsqueda de Apoyo Profesional | | | | x | | | | x | | | | x |
| Reevaluación Positiva | | | | | | | | | | | | |
| Expresión de Dificultad de Afrontamiento | | | | | | | | | | | | |
| Autonomía | | x | x | | x | | x | x | x | x | x | x |

| | | | | | | | | | | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Ninguna de las Anteriores | | | | | | | | | | | | | | | | |
|---------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Source: Own Work.

For the distribution and implementation of the instrument, 24 translation students who completed levels 402 of the semester plan and levels 300, 400, and 500 of the levels of the annual plan were chosen. The instrument was distributed via institutional e-mail and also through one-on-one conversations in person. After careful consideration, the research team decided that obtaining 20 responses out of the 24 students selected would be enough to be considered 100% of the sample.

As shown in the results of multiple-choice questions, in the majority of the translation methodology stages, the strategy *Autonomía* was selected by students as their first option with a total of 75%. On the contrary, for the stages of *Documentación*, *Entrega de correcciones* and *Entrega final* their second choice was *Búsqueda de apoyo profesional* with a total of 25%. Meanwhile, in the translation stages *Encontrar y Contactar un Tutor*, and *Encontrar Problemas de Traducción y Proponer Técnicas para su Solución*, 17% of the students used the strategy *Solución de Problemas* as a last resort.

Regarding the results of the open-ended questions, the students tended to recommend the strategy *Búsqueda de apoyo social*, as being the most useful. This result can be explained as they recognize the importance of the sense of empathy to cope with the stressful practicum process; this means, it is essential to have peers or beloved ones to rely on or to solve doubts. Having someone to share the negative feelings, gives them courage to continue with the process, confidence in their work and a positive attitude towards the final result.

To delve deeper into the analysis of the data collected, it is important to remark that the students declared to use the strategy *Autonomía* in the majority of the stages of the translation methodology, according to their multiple-choice questions responses. However, in the open-ended questions phase, they declared *Autonomía* as ineffective, and *Búsqueda de apoyo social* as the most useful strategy, followed by *Búsqueda de apoyo profesional*. This result is very contradictory since they declared to work in an autonomous way, but at the same time, they recognized the need to count on another person. This conflict of choice can be explained by the kind of isolated life experienced within society. From the very beginning

of a translation student's education, life and the system itself teaches them consciously and unconsciously to act individualistically. Translation students are driven to work by themselves, guided by the well-known idea that translation is a very solitary profession, which creates an empty space of development where the most important thing is to be better professionally on their own rather than to learn from or with someone. Consequently, this dynamic gives little space to collaborative work and provokes students to prefer to be on their own as a personal choice, in order to not show weakness or incapacity. Finally, the students end up feeling lonely leading them to a great burden which facilitates the appearance of negative feelings like insecurity or stress.

On the other hand, there is a great tendency to engage in active coping strategies that are beneficial in potentially stressful academic situations, which helps the students to either perceive the problems positively, to plan a better solution or to look for the support from other people as shown in the case of the strategy *Búsqueda de Apoyo Profesional*, which was the second most selected strategy in the multiple-choice questions.

A similar dynamic is demonstrated in the quantitative responses phase where students selected *Expresión de dificultad de afrontamiento* and *Búsqueda de apoyo social* as the least used strategies, while on the other hand, in the qualitative phase, they picked *Autonomía* as the least effective. In other words, they would not recommend using *Autonomía*, but neither would they naturally tend to express the conflict nor to go to someone else to help them solve it.

The data collection of one of the open-ended questions eventually validated the strategies proposed by the present researchers, as the students stated that the active coping strategies were effective to cope with the negative feelings caused by the stressors associated with the practicum process. Some of the other mechanisms are related to the proposed strategies and focused on looking for emotional balance, knowing that a peaceful state of mind is basic to obtain good results. The data collected showed that even though the students largely agreed to use emotion-focused strategies, they are not as effective as problem-focused strategies in most stages of the translation methodology.

Conclusion

The objective of this research study was to describe, analyze and validate if the Active Coping Strategies proposed by the previous research group (Alfaro et al. 2021), which highlighted predominant active coping strategies to assist in the practicum process within the NAD were effective during the stressful time generated in the early and progressive practicum processes of the translation students. The present research team confirmed that the NAD is a big component that affects the development of translation students during their practicum process. There is also evidence that students use those proposed strategies consciously and unconsciously. In addition, we have also confirmed that emotional, social, and socio-affective factors affect the learning of translator students since these factors have repercussions on their development and final submission of their translation work.

Originally, the present study was planned to be applied to students from all over the country with an extrapolated comparison at a national level, but after a methodological review, only seven; two were public and five were private; complied with a similar curriculum provided by the *Universidad de Atacama*. Unsuccessfully, only a few responses were received by those education entities and the rest did not answer the cooperation requirement. As a consequence of those results, the present research team concluded that the *Universidad de Atacama* was the only educational institution that provided the study with the necessary data and proof to achieve the purpose of this research study since it possessed both early and progressive practicum processes for the research.

Important stressors affect not only translation students but teachers also and those aggravations can be found either in the working conditions within the academic establishment and in the external environment simultaneously. Several variables seem to influence the presence of stress in students of the Translation career. In this sense, it was determined that active coping strategies are linked to a series of intervening conditions, which can facilitate or restrict strategies to mitigate or increase the effects of stress. Based on this, when experiencing stress, quick situations that demand action, and require coping resolutions are important, especially to those in which the student does not have the sufficient right mechanisms to solve them and the strategies chosen by students possibly respond to a repeated trial and error processes within their contexts and the importance of trying out different alternatives is essential until finding the one that solves the cause of the distress,

either in the short or the long run. This research team also understands that each individual has different values, attitudes, and behavior toward a problem-solving situation with the application of different methods to help decrease those stressors. If stress is conceptualized as a person-environment relationship, and as a transaction (reciprocal action produced between a stressor event and a susceptible subject), it is considered to be a relationship valued by the subject as threatening or overflowing with their resources that jeopardizes their mental and physiological well-being (Barahona, 2014). As a result, the ability to manage stressors depends on the coping resources available for the student.

From the results obtained, the present research team realized most of the students face their difficulties autonomously since the most highlighted strategies are considered self-care actions. The majority of the students mentioned the need for a momentarily total disconnection from academic activities that cause stressors or through the application of hobbies that are enjoyable, which allows them to distract themselves from overwhelming situations. Although it is not possible to point out which strategy influences the other, it has been observed that students use different self-care strategies according to the level of overwhelming bearing they experience regarding the translation stage they perform. Most of the strategies mentioned are strategies that lead to independent actions where *Autonomía* prevails as the first choice of active coping strategy to cope with those problems.

At the same time, the results are quite contradictory because even though students declared in the multiple-choice questions phase that the strategy *Autonomía* is the most effective strategy for the achievement of positive results during the stressful time that demands the practicum process, they also acknowledge this strategy as being the most ineffective in the open-ended question phase because they understand the need for the support of another person for the sake of their mental state to avoid negative stressors that lead to burnout. Why is this dilemma manifesting? We believe these results are mixed because of the isolated life experienced by the profession itself. We are aware that one of the disadvantages of being a translator is that the profession is by nature a job that is carried out mostly on an individual basis, meaning that translators are driven to work on their own. Consequently, this dynamic gives little space to collaborative work and causes translators to complete tasks on their own as part of the profession. This is unconsciously reflected in the lives of the students in formation to become professionals. Moreover, the present research team consider as an important factor the postmodern changes and the increase of

individualism over time where it is easy to notice that there is a serious decline in social bonds, family ties, partner relationships, and emotional stability. People are increasingly looking for their isolated space in order to be disconnected from everything that once seemed like an intrinsic necessity (Armenta, et al. 2008.)

In addition to this, we must add the negative effects on our mental health generated by the recent pandemic where plenty of people became more anxious and for some COVID-19 has sparked or amplified much more serious mental health problems and uncertainty has increased tremendously, in both work-related and emotional areas, especially now when the future seems uncertain and no longer has the same nuances as in previous years, which also leads to add more individualism to day-to-day activities and generates disassociation from the past and the future. (World Health Organization [WHO], 2022).

Finally, the data obtained from instrumentalization support the theory of this research group in the sense that students have a wide flexibility to adapt to demands imposed by their supervising professor. However, it is considered necessary that it is not only the students and teachers who should apply and integrate the strategies provided, but also those who regularize the practice of the profession in Chile, the *Colegio de Traductores e Intérpretes de Chile (COTICH)*. Based on what was proposed, the research group also refers to PACTE group, which provides both trainee and graduate translators with the tools and strategies for the underlying system of knowledge, skills and abilities needed to translate but little importance or actions to coping strategies. Future lines of research could point to the design of intervention programs that consider these differences in ways of coping to favor more effective resolution mechanisms, which can even prevent the appearance of possible psychological disorders in young translation students and an improvement in their academic training. In this sense, it is delimited that there is a need of great importance before the application, integration and recomposition of the translation competences and sub-competences granted by the PACTE group. Thus, future studies can delve into the application of the strategies validated and provided in this thesis for a better development and application of skills in translator training.

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Annexes

Annex 1: Validation letters with teachers' comments

Daniela Aburto Matheo

Carta de validación de instrumento para la recolección de datos de seminario de titulación

Estimada profesora Daniela Aburto Matheo

Reciba ante todo un cordial saludo.

Se le envía la presente carta para presentar y recibir su guía acerca del cuestionario que queremos realizar para el desarrollo de nuestro trabajo de seminario de título para optar a título de Licenciatura en Idioma Inglés y Traducción Inglés Español.

Nuestra investigación es de tipo mixta con un enfoque de diseño transformativo concurrente (DISTRAC), donde buscamos comprobar si es realmente efectivo aplicar las estrategias propuestas por la investigación "Strategy proposal to cope with the identified affective dimensions of the early practicum process for translation students" by Alfaro et al. (2021) para enfrentar la Dimensión Afectiva Negativa (DAN), y si éstas pueden representar un resultado positivo en el alumnado durante el desarrollo de su proceso de práctica temprana y progresiva.

Los objetivos de nuestra investigación son los siguientes:

Objetivo general

- Determinar cómo algunas de las estrategias de afrontamiento influyen en el rendimiento de los estudiantes de traducción durante su proceso de práctica.

Objetivos específicos

- Comprobar algunas estrategias de afrontamiento durante el proceso de práctica temprana y progresiva en los estudiantes de traducción. → de la UDA, nacional?
- Analizar los resultados obtenidos mediante los instrumentos de recolección de datos aplicados a los estudiantes de traducción de todo el país.
- Establecer conclusiones respecto a los resultados obtenidos sobre los efectos de las estrategias de afrontamiento en los estudiantes de traducción en su proceso de práctica temprana y progresiva.

Primero se distribuirá entre los los estudiantes de los niveles 302 y 402 del plan semestral, y de los niveles 400 y 500 del plan anual de la carrera de Traducción, una guía con la definición de cada una de las estrategias más usadas en la investigación "Strategy proposal to cope with the identified affective dimensions of the early practicum process for translation students" by Alfaro et al. (2021) con el fin de que se familiaricen con las estrategias y no se agobien con tanta información en el cuestionario, el cual se entregará posteriormente.

¿de dónde?
sugiero utilizar el nombre completo.

¿cuáles? → Debe ser objetivo. "Algunas" conduce a la subjetividad.

? ¿comprobar qué?

I. Estrategias de afrontamiento de estilo activo

El objetivo del presente documento es dar a conocer las siguientes estrategias de afrontamiento de estilo activo que podrían ser utilizadas en la práctica temprana y progresiva que imparten los estudiantes de la carrera de Licenciatura en idioma inglés y traducción inglés-español y Licenciatura en traductología/traductor e intérprete inglés-español de la Universidad de Atacama.

Las definiciones a continuación forman parte de la investigación de Dávila, A. M. *et al.*, (2010) Estrategias de afrontamiento en personas con ansiedad. *Psychologia: avances de la disciplina*, 4(1), 63-70.

1) Solución de problemas

Definición: se define como la secuencia de acciones orientadas a solucionar el problema, en el momento oportuno.

2) Búsqueda de apoyo social

Definición: apoyo proporcionado por el grupo de amigos, familiares u otros, centrado en la disposición del afecto, recibir apoyo emocional e información para tolerar o enfrentar la situación problema o las emociones generadas por el estrés.

3) Búsqueda de apoyo profesional

Definición: consiste en el empleo de recursos profesionales para tener más información sobre el problema y sobre las alternativas para enfrentarlo. Se considera un tipo de apoyo social.

4) Reevaluación positiva

Definición: a través de esta estrategia se busca aprender de las dificultades, identificando los aspectos positivos del problema, esto contribuye a tolerar la problemática y a generar pensamientos positivos que favorecen enfrentar la situación.

5) Expresión de dificultad de afrontamiento

Definición: describe la tendencia a expresar las dificultades para afrontar las emociones generadas por la situación, expresar las emociones y resolver el problema.

6) Autonomía

Definición: tendencia a responder ante el problema buscando de manera independiente las soluciones, sin contar con el apoyo de otras personas como amigos y familiares o profesionales.

II. Preguntas del Cuestionario

Para demostrar si está de acuerdo o no con los puntos expuestos en esta pauta, marque con una X su aprobación o desaprobación de la información o las preguntas planteadas.

| I. Selección múltiple | Aceptada | Rechazada | Comentarios |
|---|----------|-----------|-------------|
| En la etapa de encontrar y contactar un tutor supervisor, usted aplicó las siguientes estrategias: <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| En la etapa de elaborar la Carta Gantt, usted aplicó las siguientes estrategias: <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |

| | | | |
|---|---|--|--|
| <p>En la etapa de skimming y scanning, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de documentación, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de elaborar el glosario terminológico, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |

| | | | |
|---|-----------------|------------------|-----------------------------------|
| • Autonomía | | | |
| <p>En la etapa de la entrega final, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| III. Preguntas abiertas | Aceptada | Rechazada | Comentarios |
| <p>¿De todas las estrategias nombradas en el apartado anterior, cuál considerarías que es de mayor utilidad? <i>En qué sentido?</i></p> <p><i>¿Para lograr cumplir con mi PM? ¿a tranquilidad?</i></p> | X | | Recomiendo reformular la pregunta |
| <p>¿De todas las estrategias nombradas en el apartado anterior, cuál considerarías que para ti no fue de ninguna utilidad?</p> | X | | |
| <p>¿Tienes alguna estrategia no mencionada con anterioridad que sea de ayuda para ti?</p> | X | | |
| <p>¿Cuál etapa dentro del proceso de práctica de traducción consideras</p> | X | | |

| | | | |
|--|--|--|--|
| que te provoca más sentimientos negativos (estresores)?, y ¿por qué? | | | |
|--|--|--|--|

Recalcar que las preguntas de este cuestionario se dividen entre preguntas de selección múltiple y preguntas abiertas.

Muchas gracias por aceptar colaborar con nosotros.

Katherine Alarcón
 Pamela Ávalos
 Mariana Meneses
 Bryan Valencia.

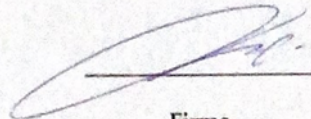
Recomendación@s:

- Reunir las preguntas en grupos, donde cada grupo dé respuesta a sus objetivos:
- En las preguntas: skimming y scanning (entre otras) son etapas en las que, por su corta duración, es difícil que las personas tengan noción de qué estrategias usaron, a diferencia de las más complejas, como documentación y glosario (entre otras). Recomendando eliminar los menos "relevantes".

* Doy mi consentimiento, pero sugiero seguir las recomendaciones.

Firma de Consentimiento

Declaro conocer los términos de este consentimiento informado, los objetivos de la investigación, las formas de participación y del acceso a la información de los estudiantes de la carrera de Traducción. Reconozco que la información que proveerán los estudiantes de traducción es estrictamente confidencial y anónima. Finalmente, doy autorización para la realización de la encuesta.



Firma

Daniela Aburto Matheo

Universidad de Atacama

Se deja constancia en este instante que este documento (consentimiento informado) será firmado a dos copias, quedando una de ellas en manos de la investigadora responsable y la otra copia en manos del profesor elegido para la validación de la presente encuesta.

Cristian Guerra Maya

Carta de validación de instrumento para la recolección de datos de seminario de titulación

Estimado profesor Cristian Guerra Maya

Reciba ante todo un cordial saludo.

Se le envía la presente carta para presentar y recibir su guía acerca del cuestionario que queremos realizar para el desarrollo de nuestro trabajo de seminario de título para optar al título de Licenciatura en Idioma Inglés y Traducción Inglés Español.

Nuestra investigación es de tipo mixta con un enfoque de diseño transformativo concurrente (DISTRAC), donde buscamos comprobar si es realmente efectivo aplicar las estrategias propuestas por la investigación "Strategy proposal to cope with the identified affective dimensions of the early practicum process for translation students" by Alfaro et al., (2021) para enfrentar la Dimensión Afectiva Negativa (DAN), y si éstas pueden representar un resultado positivo en el alumnado durante el desarrollo de su proceso de práctica temprana y progresiva.

Los objetivos de nuestra investigación son los siguientes:

Objetivo general

- Determinar cómo algunas de las estrategias de afrontamiento influyen en el rendimiento de los estudiantes de traducción durante su proceso de práctica.

Objetivos específicos

- Comprobar algunas estrategias de afrontamiento durante el proceso de práctica temprana y progresiva en los estudiantes de traducción.
- Analizar los resultados obtenidos mediante los instrumentos de recolección de datos aplicados a los estudiantes de traducción de todo el país.
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I. Estrategias de afrontamiento de estilo activo

El objetivo del presente documento es dar a conocer las siguientes estrategias de afrontamiento de estilo activo que podrían ser utilizadas en la práctica temprana y progresiva que imparten los estudiantes de la carrera de Licenciatura en idioma inglés y traducción inglés-español y Licenciatura en traductología/traductor e intérprete inglés-español de la Universidad de Atacama.

Las definiciones a continuación forman parte de la investigación de Dávila, A. M. et al., (2010) Estrategias de afrontamiento en personas con ansiedad. *Psychologia: avances de la disciplina*, 4(1), 63-70.

1) Solución de problemas

Definición: se define como la secuencia de acciones orientadas a solucionar el problema, en el momento oportuno.

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Definición: consiste en el empleo de recursos profesionales para tener más información sobre el problema y sobre las alternativas para enfrentarlo. Se considera un tipo de apoyo social.

4) Reevaluación positiva

Definición: a través de esta estrategia se busca aprender de las dificultades, identificando los aspectos positivos del problema, esto contribuye a tolerar la problemática y a generar pensamientos positivos que favorecen enfrentar la situación.

5) Expresión de dificultad de afrontamiento

Definición: describe la tendencia a expresar las dificultades para afrontar las emociones generadas por la situación, expresar las emociones y resolver el problema.

6) Autonomía

Definición: tendencia a responder ante el problema buscando de manera independiente las soluciones, sin contar con el apoyo de otras personas como amigos y familiares o profesionales.

II. Preguntas del Cuestionario

Para demostrar si está de acuerdo o no con los puntos expuestos en esta pauta, marque con una X su aprobación o desaprobación de la información o las preguntas planteadas.

| I. Selección múltiple | Aceptada | Rechazada | Comentarios |
|--|----------|-----------|--|
| <p>En la etapa de encontrar y contactar un tutor supervisor, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | <p><i>¿se puede seleccionar una o varias opciones?</i></p> <p><i>(misma pregunta para los demás de abajo?)</i></p> |
| <p>En la etapa de elaborar la Carta Gantt, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |

| | | | |
|---|---|--|--|
| <p>En la etapa de skimming y scanning, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| <p>En la etapa de documentación, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| <p>En la etapa de elaborar el glosario terminológico, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |

| | | | |
|---|---|--|--|
| <p>En la etapa de encontrar los problemas de traducción y proponer técnicas para su solución, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| <p>En la etapa de elaborar el borrador del TM (texto meta), usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| <p>En la etapa de entrega de correcciones, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento | ✓ | | |

| | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Autonomía | | | |
| <p>En la etapa de maquetación, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| <p>En la etapa de revisión final del TM, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| <p>En la etapa de la creación del informe de práctica, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento | ✓ | | |

| | | | |
|---|-----------------|------------------|--|
| <ul style="list-style-type: none"> • Autonomía | | | |
| <p>En la etapa de la entrega final, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | ✓ | | |
| III. Preguntas abiertas | Aceptada | Rechazada | Comentarios |
| ¿De todas las estrategias nombradas en el apartado anterior, cuál consideraría que es de mayor utilidad? | ✓ | | <i>Ninguna más según formal (usted) Poner en todos "y para que?"</i> |
| ¿De todas las estrategias nombradas en el apartado anterior, cuál consideraría que para ti no fue de ninguna utilidad? | ✓ | | |
| ¿Tienes alguna estrategia no mencionada con anterioridad que sea de ayuda para ti? | ✓ | | |
| ¿Cuál etapa dentro del proceso de práctica de traducción consideras | ✓ | | |

| | | | |
|--|---|--|--|
| que te provoca más sentimientos negativos (estresores)?, y ¿por qué? | ✓ | | |
|--|---|--|--|

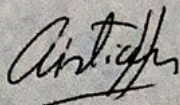
Recalcar que las preguntas de este cuestionario se dividen entre preguntas de selección múltiple y preguntas abiertas.

Muchas gracias por aceptar colaborar con nosotros.

Katherine Alarcón
Pamela Ávalos
Mariana Meneses
Bryan Valencia.

Firma de Consentimiento

Declaro conocer los términos de este consentimiento informado, los objetivos de la investigación, las formas de participación y del acceso a la información de los estudiantes de la carrera de Traducción. Reconozco que la información que proveerán los estudiantes de traducción es estrictamente confidencial y anónima. Finalmente, doy autorización para la realización de la encuesta.



Firma

Cristian Guerra Maya

Universidad de Atacama

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Susana Montecino Orellana

Carta de validación de instrumento para la recolección de datos de seminario de titulación

Estimada profesora Susana Montecino Orellana

Reciba ante todo un cordial saludo.

Se le envía la presente carta para presentar y recibir su guía acerca del cuestionario que queremos realizar para el desarrollo de nuestro trabajo de seminario de título para optar al título de Licenciatura en Idioma Inglés y Traducción Inglés Español.

Nuestra investigación es de tipo mixta con un enfoque de diseño transformativo concurrente (DISTRAC), donde buscamos comprobar si es realmente efectivo aplicar las estrategias propuestas por la investigación "Strategy proposal to cope with the identified affective dimensions of the early practicum process for translation students" by Alfaro et al., (2021) para enfrentar la Dimensión Afectiva Negativa (DAN), y si éstas pueden representar un resultado positivo en el alumnado durante el desarrollo de su proceso de práctica temprana y progresiva.

Los objetivos de nuestra investigación son los siguientes:

Objetivo general

- Determinar cómo algunas de las estrategias de afrontamiento influyen en el rendimiento de los estudiantes de traducción durante su proceso de práctica.

Objetivos específicos

- ^{Identifican} Comprobar algunas estrategias de afrontamiento durante el proceso de práctica temprana y progresiva en los estudiantes de traducción. → *de dónde?*

Analizar los resultados obtenidos mediante los instrumentos de recolección de datos aplicados a los estudiantes de traducción de todo el país.?? *este objetivo no se entiende*

- Establecer conclusiones respecto a los resultados obtenidos sobre los efectos de las estrategias de afrontamiento en los estudiantes de traducción en su proceso de práctica temprana y progresiva. *de qué universidades?*

Primero se distribuirá entre los los estudiantes de los niveles 302 y 402 del plan semestral, y de los niveles 400 y 500 del plan anual de la carrera de Traducción, una guía con la definición de cada una de las estrategias más usadas en la investigación "Strategy proposal to cope with the identified affective dimensions of the early practicum process for translation students" by Alfaro et al., (2021) con el fin de que se familiaricen con las estrategias y no se agobien con tanta información en el cuestionario, el cual se entregará posteriormente.

I. Estrategias de afrontamiento de estilo activo

El objetivo del presente documento es dar a conocer las siguientes estrategias de afrontamiento de estilo activo que podrían ser utilizadas en la práctica temprana y

*PARA ANALIZAR
LOS EFECTOS
SE TENDRÁ QUE
UNA O SEA,
ANALIZA
EL INICIO
DESARROLLO*

Efectos?

*Como Analizan
los efectos a n lo
identificación
de estrategias*

progresiva que imparten los estudiantes de la carrera de Licenciatura en idioma inglés y traducción inglés-español y Licenciatura en traductología/traductor e intérprete inglés-español de la Universidad de Atacama.

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Definición: se define como la secuencia de acciones orientadas a solucionar el problema, en el momento oportuno.

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4) Reevaluación positiva

Definición: a través de esta estrategia se busca aprender de las dificultades, identificando los aspectos positivos del problema, esto contribuye a tolerar la problemática y a generar pensamientos positivos que favorecen enfrentar la situación.

5) Expresión de dificultad de afrontamiento

Definición: describe la tendencia a expresar las dificultades para afrontar las emociones generadas por la situación, expresar las emociones y resolver el problema.

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| I. Selección múltiple | Aceptada | Rechazada | Comentarios |
|--|----------|-----------|--|
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| <p>En la etapa de elaborar la Carta Gantt, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | <p>ME PREOCUPA EL OBJETIVO ESPECIFICO 3, DONDE DICE QUE "VERAN LOS EFECTOS DE LAS ESTRATEGIAS" ¿EN BASE A QUE? PARA ANALIZAR LOS EFECTOS SE TENDRIA QUE:</p> |
| <p>En la etapa de skimming y scanning, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva | X | | <p>- ANALIZA ESTADO INICIAL DE ESTUDIANTE - ANALIZA QUE ESTRATEGIAS SE USAN - QUE CAMBIOS SE OBSERVAN (ESTUDIO EXPERIMENTAL) POR ENDE, PARA NO</p> |

PERO EN ESTE INSTRUMENTO
LOS SUGIERO CAMBIAR EL
ENFOQUE DE LOS OBJETIVOS.

Ejemplo:

- Identificar las estrategias de afrontamiento...
- Relacionar uso de estrategias con etapas en la metodología de traducción

| | | | |
|--|---|--|--|
| <ul style="list-style-type: none"> • Expresión de dificultad de afrontamiento • Autonomía | | | |
| <p>En la etapa de documentación, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de elaborar el glosario terminológico, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de encontrar los problemas de traducción y proponer técnicas para su solución, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento | X | | |

| | | | |
|---|---|--|--|
| <ul style="list-style-type: none"> • Autonomía | | | |
| <p>En la etapa de elaborar el borrador del TM (texto meta), usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de entrega de correcciones, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de maquetación, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |

| | | | |
|--|-----------------|------------------|--------------------|
| <p>En la etapa de revisión final del TM, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de la creación del informe de práctica, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| <p>En la etapa de la entrega final, usted aplicó las siguientes estrategias:</p> <ul style="list-style-type: none"> • Solución de problemas • Búsqueda de apoyo social • Búsqueda de apoyo profesional • Reevaluación positiva • Expresión de dificultad de afrontamiento • Autonomía | X | | |
| III. Preguntas abiertas | Aceptada | Rechazada | Comentarios |

Preguntas
Abiertas
Tampoco
abone
"los efectos"

| | | | |
|---|---|--|---|
| ¿De todas las estrategias nombradas en el apartado anterior, cuál considerarías que es de mayor utilidad? | X | | Solo ANSIOGAFIA, PARA QUI? UTILIDAD PARA QUI? |
| ¿De todas las estrategias nombradas en el apartado anterior, cuál considerarías que para ti no fue de ninguna utilidad? | X | | lo mismo |
| ¿Tienes alguna estrategia no mencionada con anterioridad que sea de ayuda para ti? | X | | |
| ¿Cuál <u>etapa</u> dentro del proceso de práctica de traducción consideras que te provoca más sentimientos negativos (estresores)?, y ¿por qué? | | | |

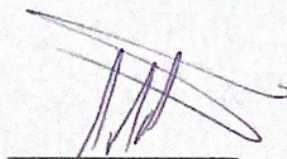
✓ Recaltar que las preguntas de este cuestionario se dividen entre preguntas de selección múltiple y preguntas abiertas.

Muchas gracias por aceptar colaborar con nosotros.

Katherine Alarcón
Pamela Ávalos
Mariana Meneses
Bryan Valencia.

Firma de Consentimiento

Declaro conocer los términos de este consentimiento informado, los objetivos de la investigación, las formas de participación y del acceso a la información de los estudiantes de la carrera de Traducción. Reconozco que la información que proveerán los estudiantes de traducción es estrictamente confidencial y anónima. Finalmente, doy autorización para la realización de la encuesta.

A handwritten signature in blue ink, consisting of several vertical strokes and a long horizontal stroke that curves upwards at the end.

Firma

Susana Montecino Orellana

Universidad de Atacama

Se deja constancia en este instante que este documento (consentimiento informado) será firmado a dos copias, quedando una de ellas en manos de la investigadora responsable y la otra copia en manos del profesor elegido para la validación de la presente encuesta.

Annex 2: Table 1

| Translation Methodology | Sk/Sc | T P/S | D | G | Edit | Rev | Lay |
|-------------------------------------|-------|-------|---|---|------|-----|-----|
| Coping Strategy | | | | | | | |
| Resolving the problematic situation | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Seeking social support | | | ✓ | ✓ | | | ✓ |
| Delay action | | | | | | | |
| Religion | | | | | | | |
| Emotional avoidance | | | | | | | |
| Seeking professional support | | | ✓ | ✓ | | ✓ | ✓ |
| Aggressive reaction | | | | | | | |
| Cognitive avoidance | | | | | | | |
| Positive reappraisal | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflecting the difficult of copying | | ✓ | ✓ | ✓ | | | |
| Denial | | | | | | | |
| Autonomy* | ✓ | ✓ | | | ✓ | | |

Annex 3: Table 2

| Metodología de traducción | Sk/Sc | P/E T | D | G | Red | Rev | Maq |
|--|-------|-------|---|---|-----|-----|-----|
| Estrategia de afrontamiento | | | | | | | |
| Solución de problemas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Búsqueda de apoyo social | | | ✓ | ✓ | | | ✓ |
| Espera | | | | | | | |
| Religión | | | | | | | |
| Evitación emocional | | | | | | | |
| Búsqueda de apoyo profesional | | | ✓ | ✓ | | ✓ | ✓ |
| Reacción agresiva | | | | | | | |
| Evitación cognitiva | | | | | | | |
| Reevaluación positiva | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Expresión de dificultad de afrontamiento | | ✓ | ✓ | ✓ | | | |
| Negación | | | | | | | |
| Autonomía* | ✓ | ✓ | | | ✓ | | |

Annex 4: Table 3

| Question 1: ¿De todas las estrategias nombradas en el apartado anterior, cuál consideraría usted que es de mayor utilidad para afrontar la dimensión afectiva o agentes estresores durante el proceso de práctica progresiva y temprana?, y ¿por qué? | |
|--|---|
| Subject | Responses |
| Subject 1 | Búsqueda de apoyo social |
| Subject 2 | Reevaluación positiva |
| Subject 3 | Solución de problemas y Revaluación positiva |
| Subject 4 | Dentro de las estrategias de mayor utilidad considero que las más importantes son las de apoyo social y profesional, debido a que tratar estos con amigos, familiares o pares que puedan estar enfrentando lo mismo o con profesionales que puedan dar respuesta a estos y entregar apoyo es de vital importancia frente al estrés y la dimensión afectiva. |
| Subject 5 | Reevaluación positiva. Creo que tiene más beneficios a largo plazo. |
| Subject 6 | La búsqueda de apoyo social, siento que el apoyo de seres queridos ayuda bastante a disminuir el estrés y ansiedad producidos al hacer la práctica. |
| Subject 7 | De mi punto de vista la solución de problemas es la más útil debido a que yo necesito recurrir a fuentes fidedignas y un profesional para solucionar las dificultades. |
| Subject 8 | En este caso consideraría la búsqueda de apoyo social, ya que el menos para mí el poder conversar con mis compañeros y ver que no soy el único que está tan mal me ayuda a sentirme mejor. |
| Subject 9 | Desde mi experiencia, la estrategia de mayor utilidad es la de búsqueda de apoyo social, ya que te dan otros puntos de vista y te brindan ayuda, como también apoyo y ganas de seguir adelante. |

| | |
|------------|--|
| Subject 10 | en caso de tener problemas durante el proceso de práctica sería útil el apoyo profesional, y en el caso emocional por supuesto que el apoyo social, deben ser muy importantes a la hora de sobrellevar el proceso. |
| Subject 11 | expresar la dificultad y autonomía, ayuda social, porque es la única forma de terminar el proceso aunque no disminuye en nada los agentes estresores. |
| Subject 12 | Apoyo social, ya que al hablar con personas externas al temas te dan su punto de vista y eso ayuda a verlo de otra manera y replantear situaciones de nuevo. |
| Subject 13 | Búsqueda de apoyo profesional, puesto que los tutores siempre están dispuestos a ayudar, y como efecto conlleva una solución de problemas. |
| Subject 14 | El apoyo profesional y social, la reevaluación positiva. Es importante sentir una buena red de apoyo en el proceso de práctica para que el estrés sea amortiguado por emociones positivas. |
| Subject 15 | Búsqueda de apoyo social y Expresión de dificultad de afrontamiento, porque al saber identificar los agentes estresores nos ayudaría encontrar una solución a esto, de igual forma el apoyo que puede darte un grupo social cercano podría ayudar a uno afrontar los problemas y buscar alguna solución. |
| Subject 16 | Búsqueda de apoyo profesional por que así se obtiene más información sobre lo que necesitamos saber. Además así sabremos cómo afrontar las dificultades que se nos presentan y poder abordarlas con un profesional es la mejor forma de saber cómo abordar un problema de ese nivel. |
| Subject 17 | La ayuda social y la autonomía, buscar ayudar entre nuestros pares, familiares y profesores nos puede dar las herramientas para proeder de forma autónoma. |

| | |
|------------|--|
| Subject 18 | Seria tanto la de búsqueda de apoyo social como la profesional debido a que al poseer un respaldo de una opinión externa con respecto a nuestros estudios pueden facilitar un poco el proceso de estudio y de práctica. |
| Subject 19 | Búsqueda de apoyo social |
| Subject 20 | Búsqueda de apoyo social y profesional. El apoyo social es necesario para alivio emocional o un poco de ayuda durante el proceso. Y el apoyo profesional para buscar orientación y un poco de alivio en el ámbito técnico (calmar temores o incertidumbre sobre errores de un modo más académico en comparación al alivio emocional que causa el social) |

Annex 5: Figures of the multiple-choice questions

1) En la etapa de encontrar y contactar un tutor supervisor, usted aplicó las siguientes estrategias:

20 respuestas

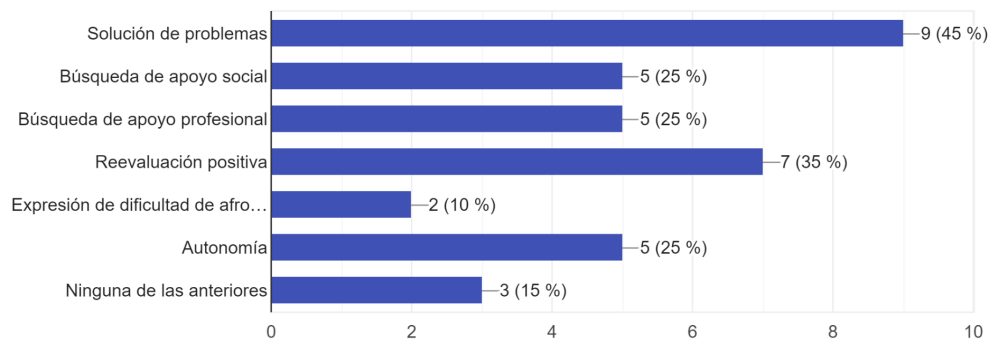


Figure 2. Results of Translation Stage Number 2: Carta Gantt

2) En la etapa de elaborar la Carta Gantt, usted aplicó las siguientes estrategias:

20 respuestas

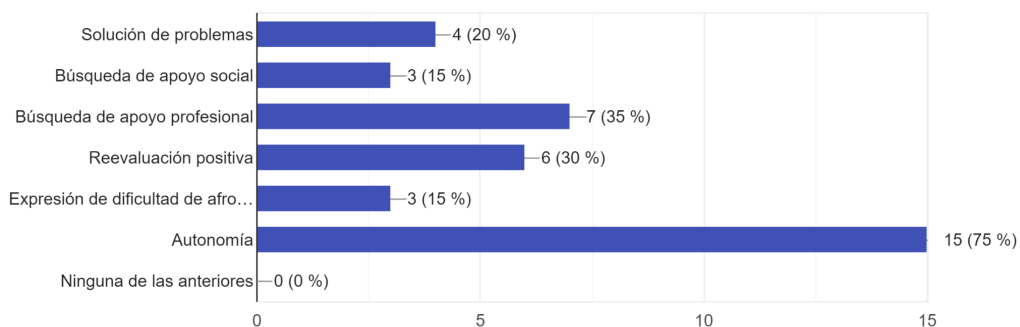


Figure 3. Results of Translation Stage Number 3: Skimming y Scanning

3) En la etapa de skimming y scanning, usted aplicó las siguientes estrategias:

20 respuestas

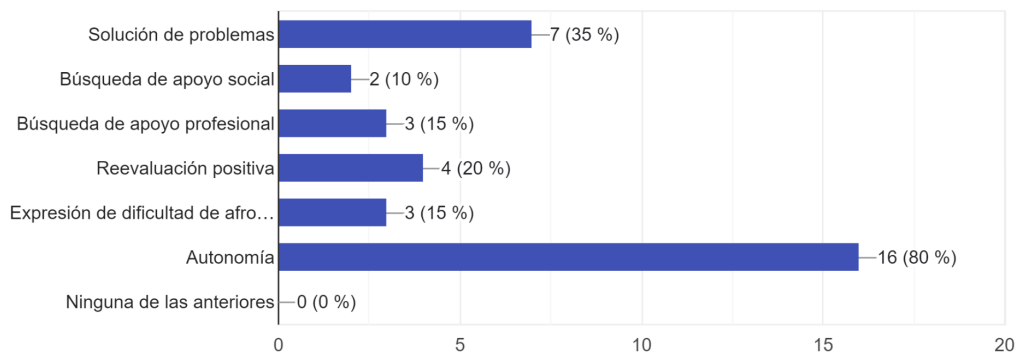


Figure 4. Results of Translation Stage Number 4: Documentación

4) En la etapa de documentación, usted aplicó las siguientes estrategias:

20 respuestas

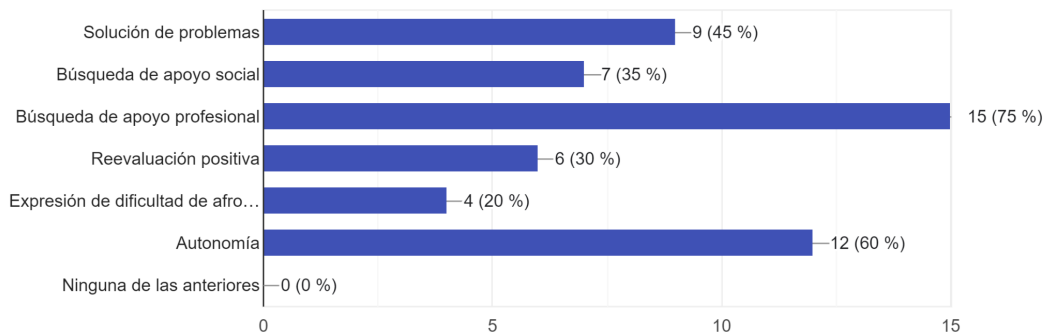


Figure 5. Results of Translation Stage Number 5: Glosario terminológico

5) En la etapa de elaborar el glosario terminológico, usted aplicó las siguientes estrategias:

20 respuestas

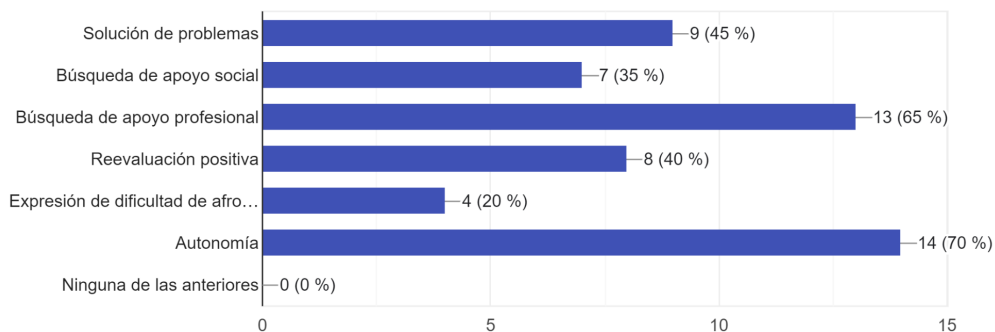


Figure 6. Results of Translation Stage Number 6: Encontrar los problemas de traducción y proponer técnicas para su solución

6) En la etapa de encontrar los problemas de traducción y proponer técnicas para su solución, usted aplicó las siguientes estrategias:

20 respuestas

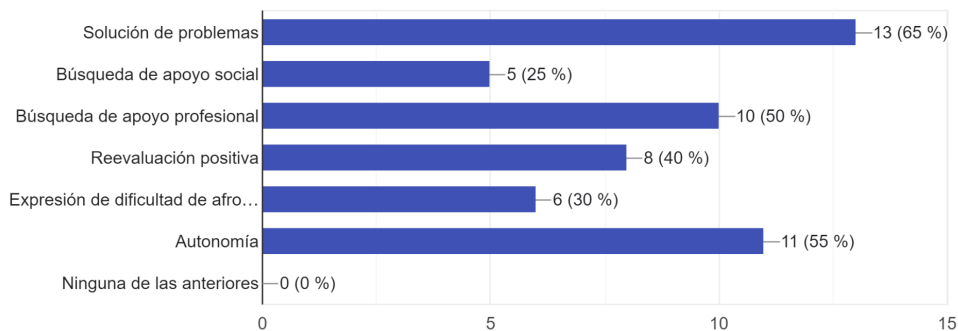


Figure 7. Results of Translation Stage Number 7: Elaborar el borrador del TM (Texto Meta)

7) En la etapa de elaborar el borrador del TM (Texto Meta), usted aplicó las siguientes estrategias:

20 respuestas

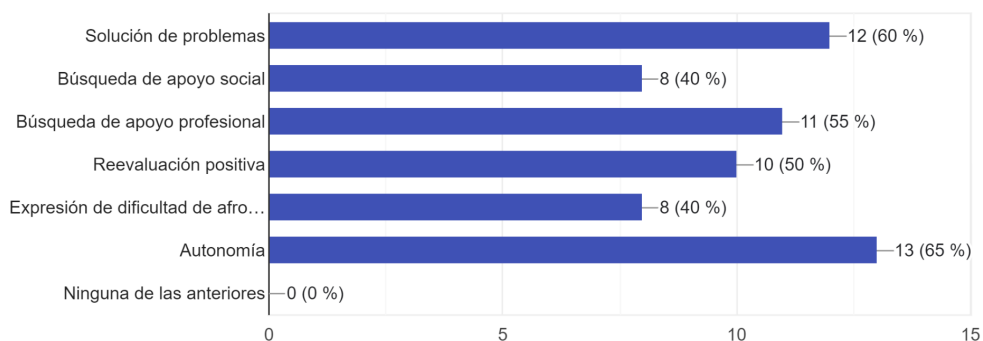


Figure 8. Results of Translation Stage Number 8: Entrega de correcciones

8) En la etapa de entrega de correcciones, usted aplicó las siguientes estrategias:

20 respuestas

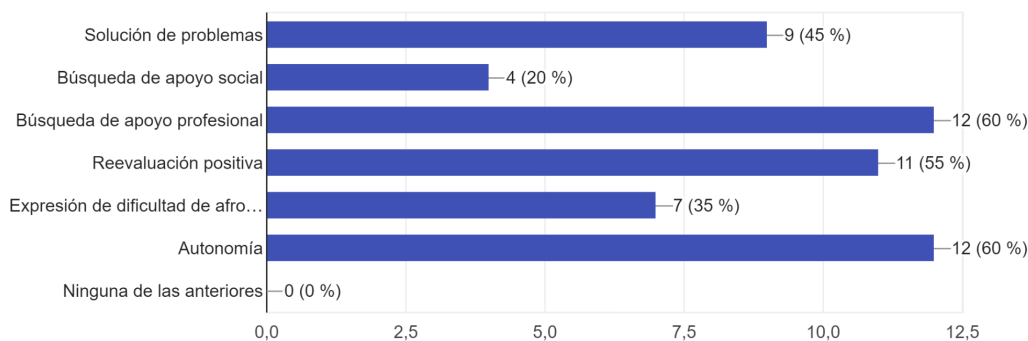


Figure 9. Results of Translation Stage Number 9: Maquetación

9) En la etapa de maquetación, usted aplicó las siguientes estrategias:

20 respuestas

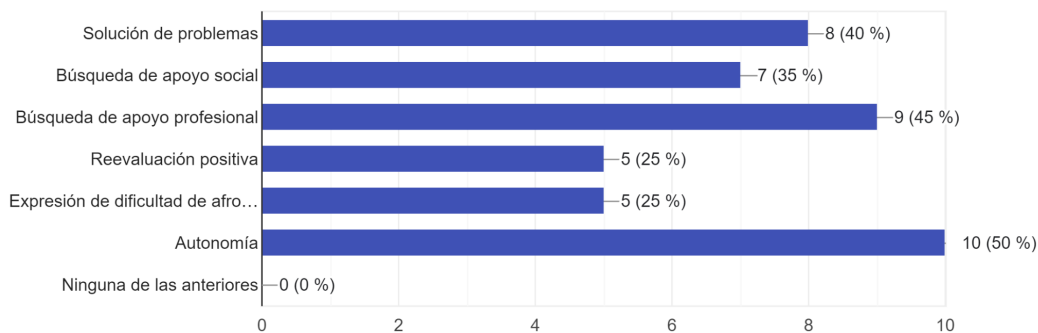


Fig. 10. Results of Translation Stage Number 10: Revisión final del TM

10) En la etapa de revisión final del TM (Texto Meta), usted aplicó las siguientes estrategias:

20 respuestas

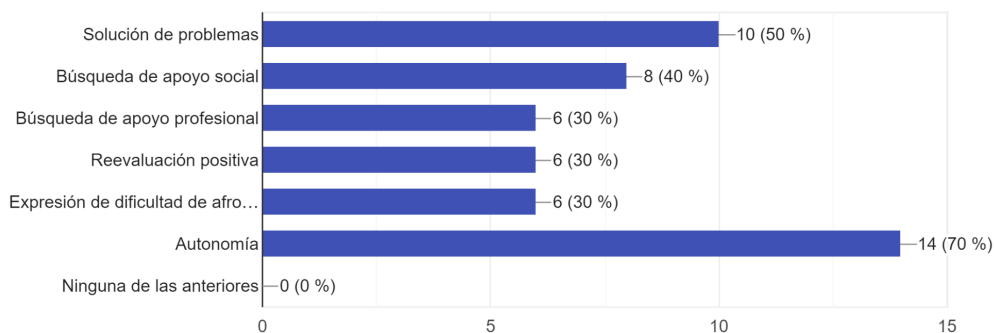


Fig. 11. Results of Translation Stage Number 11: Creación del informe de práctica.

11) En la etapa de la creación del informe de práctica, usted aplicó las siguientes estrategias:
20 respuestas

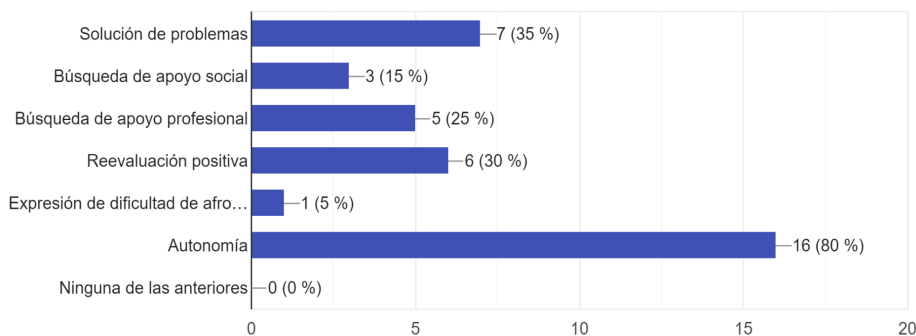
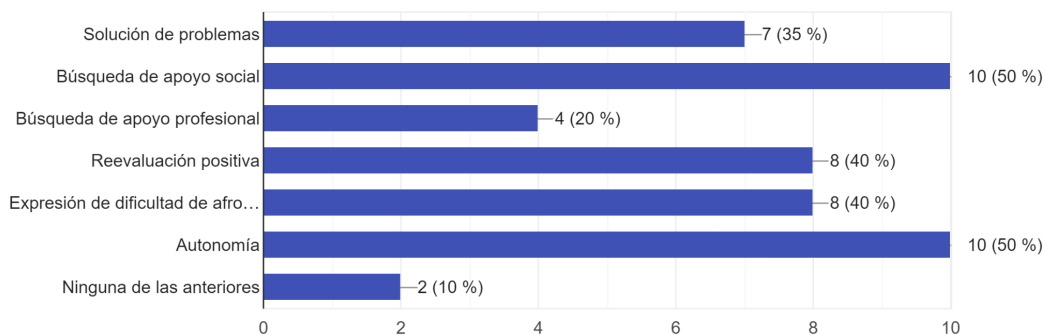


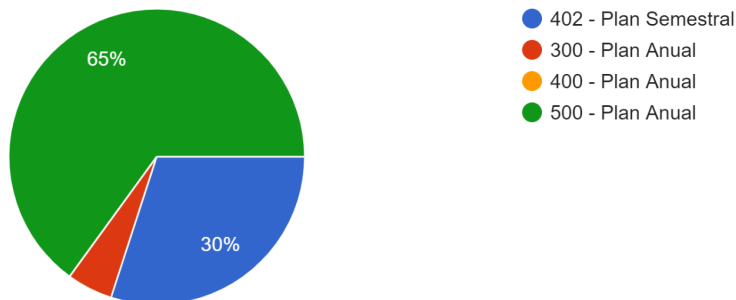
Fig. 12. Results of translation stage number 12: Entrega final.

12) En la etapa de la entrega final, usted aplicó las siguientes estrategias:
20 respuestas



Annex 6: Chart with the Total Percentage of Responses Obtained in the Survey

Nivel:
20 respuestas



Annex 7: Disposiciones Generales



DISPOSICIONES GENERALES COMPLEMENTARIAS ***TALLER Y PRÁCTICA DE TRADUCCIÓN EN CIENCIAS NATURALES*** ***TALLER Y PRÁCTICA DE TRADUCCIÓN EN TECNOLOGÍA E INGENIERÍA***

I. DESCRIPCIÓN DE LA PRÁCTICA Y DEL PORTAFOLIO DIGITAL

PRÁCTICA: Período que posibilita validar, en un contexto laboral real, las competencias desarrolladas por los estudiantes en la etapa formativa, en donde deberán traducir un texto para una institución privada o pública.

Aun cuando es responsabilidad de cada estudiante llevar a buen término su proceso de práctica, un profesor supervisor lo asistirá en la preparación y desarrollo del cronograma general, y evaluará su desempeño durante el proceso. Además, un tutor especialista de la institución orientará la tarea de documentación y la elección de la terminología especializada; aclarará dudas de distinta índole relacionadas con el tema y el texto para lograr una mayor comprensión del mismo y un producto final de buena calidad; y evaluará el desempeño del traductor y la calidad de su traducción.

El período con el que cuenta cada estudiante para realizar su práctica es de **cinco semanas** en total. Estas se dividen en 2 etapas, la primera contempla 3 semanas para entregar el texto borrador. La segunda etapa finaliza la octava semana, donde se entrega el portafolio, el cual incluye todo el material y evidencia.

Dicho proceso se desplazará en cuadro página 5. Durante este período, cada practicante deberá traducir un texto del inglés al español, previamente aprobado por la Coordinación de Prácticas de Traducción de acuerdo a la temática del taller, al grado de dificultad lingüística-semántica y al número de palabras del Texto Fuente (**6.000 palabras, con un máximo de 6.500**). El grado de dificultad morfosintáctica y de maquetación para cada nivel está establecido en el archivo adjunto denominado “Text Difficulty Rubrics”.

La temática del texto fuente para el nivel 300 debe estar relacionada a las ciencias naturales (research paper/original article) y para el nivel 400 con las tecnologías e ingenierías (manual de instrucciones especializado), según lo establecido por la clasificación o nomenclatura UNESCO y el sistema CDU (Dewey) que se emplea en la bibliotecas públicas del país (ver Anexos 1 y 2).

PORTAFOLIO DIGITAL

El estudiante recopilará todo el material que sirve como evidencia de su trabajo durante las etapas que enmarcan el proceso total de la práctica. Este incluye material de vital importancia como los son el texto fuente, glosario alfabético, documentación, etc.

Este portafolio es la instancia para explicitar y evidenciar los pasos realizados en el proceso de traducción y las reflexiones que surjan mientras los estudiantes desarrollan su práctica, lo que les permitirá tomar conciencia de sus fortalezas y debilidades para mejorar su desempeño traductor. Además, el portafolio podrá utilizarse como una excelente carta de presentación ante un cliente potencial, lo que también permite educarlo en cuanto a la labor que realiza el traductor para entregar un producto de calidad. A continuación se detalla el formato de presentación del portafolio.

FORMATO DE PRESENTACIÓN DEL PORTAFOLIO DE TRADUCCIÓN

Las carpetas de presentación del portafolio de traducción contienen la siguiente información:

1. Texto fuente (TF)

Se entrega en formato digital PDF y Word (.docx maquetado si corresponde)

2. Glosario alfabético de terminología especializada

Debe ser presentado en el siguiente orden: entrada (término), función gramatical, sinónimos, referencia en formato APA, definición en inglés, referencia en formato APA, equivalente contextualizado, definición en español y referencia en formato APA del equivalente contextualizado. Se entrega en el formato de la plantilla, como hoja de cálculo en Excel (.xlsx). Debe contener un mínimo de 30 términos especializados del área.

Estos términos deben presentar un desafío para el practicante, es decir, que quede demostrado en su glosario que corresponden a términos especializados del área que traducen, además debe demostrar en el glosario que su referencia proviene de fuentes confiables, en caso contrario se restará un porcentaje del trabajo final.

No se aceptarán glosarios con referencias de diccionarios no especializados.

3. Documentación

- Escrita: Texto escaneado o fotografía del extracto utilizado en una carpeta digital indicando nombre del alumno, nivel y nombre del texto, con la referencia bibliográfica correspondiente a la norma APA, 6ta edición (ver archivo adjunto). Se debe especificar el término destacando y subrayando el concepto o idea que le fue de utilidad. Mínimo 5 en inglés y 5 en español.
- Electrónica: Se debe entregar una captura de pantalla donde se especifique el término, destacando y subrayando el concepto o idea que le fue de utilidad con su cita APA correspondiente. No se aceptarán archivos de Word o bloc de notas con links de páginas web o citas APA sin su correspondiente captura de pantalla. Mínimo 10 en inglés, 10 en español y 5 bilingüe.

- Oral: transcripción o grabación (.mp3), con los siguientes datos del especialista consultado:

| | |
|----------------------|--|
| Nombre completo | |
| Rut | |
| Institución/Empresa | |
| Cargo | |
| Educación | |
| Dirección de trabajo | |
| Correo-e | |
| Teléfono | |

Con respecto a los términos que no tengan un equivalente en español o que tengan un nombre diferente al original, se debe dejar constancia en una grabación, donde el experto explique el equivalente del término dentro del contexto del documento traducido y el uso del mismo. Esta evidencia debe estar en formato mp3 y no debe durar más de 1 minuto por término. El archivo mp3 mencionado deberá tener el nombre del término consultado.

En la documentación oral debe demostrar con la transcripción o grabación que va a resolver dudas con el especialista, el practicante debe hacer preguntas claras y demostrar un mínimo de conocimiento en el área.

4. Problemas y técnicas de traducción

El estudiante debe aplicar las guías *Translation Problems* y *Translation Techniques*.

Los avances se entregan al profesor supervisor correspondiente, de acuerdo a la fecha que usted estableció en la carta Gantt. Antes de entregar el primer borrador.

5. Borrador de la traducción

Se entrega en Word (docx) y archivo bilingüe RTF (exportado de MemoQ).

6. Traducción final

Se entrega:

- Word (docx) del texto meta
- PDF del texto meta
- De MemoQ: 1) glosario xml (Multiterm), 2) memoria tmx y 3) archivo bilingüe RTF (todos exportados).

7. Informe

- i. Introducción
- ii. Reseña de la institución o biografía académica de la persona.
- iii. Reseña del área de especialidad del texto fuente.
- iv. Marco de la traducción.
- v. Reflexiones posteriores a las supervisiones semanales (aprendizajes, logros, debilidades, fortalezas, problemas, imprevistos, plan de mejora a futuro, etc.).
- vi. Cotización del servicio de traducción. *

*Una vez finalizados, se entrega en formato digital al profesor supervisor, durante la primera semana que comienza la práctica para su corrección.

II. EVALUACIÓN

La Coordinación de Prácticas de Traducción evaluará solo aquellas prácticas que cumplan con el formato de presentación establecido en el portafolio de traducción. La evaluación considera seis aspectos:

| Aspectos de la evaluación | Porcentaje de la nota |
|----------------------------|-----------------------|
| Texto meta (traducción) | 70% |
| Portafolio | 15% |
| Informe | 3% |
| Pauta del tutor | 5% |
| Pauta de auto/coevaluación | 2% |
| Pauta del Prof. supervisor | 5% |
| TOTAL | 100% |

La práctica se aprueba cuando el estudiante o equipo cumple cabal y puntualmente con el siguiente cronograma general de la práctica y la metodología de traducción:

- Entrega de la Gantt de Práctica con sus fechas correspondientes en el plazo señalado.
- Entrega del borrador completo, el glosario y la documentación en la fecha y hora señaladas.
- Entrega del TM y del Portafolio de Traducción* en la fecha y hora señaladas por la Coordinación de Prácticas de Traducción.
- Seguimiento de la Metodología de Traducción.
- Asistencia al 100% de las sesiones de supervisión (que se realizarán cada clase).
- Es obligatorio el uso de MemoQ 2015, herramienta de traducción asistida por computador, para traducir el texto fuente y la entrega de los formatos solicitados en el borrador y en la traducción final.

***OBSERVACIÓN:** Si no entrega la cotización durante la primera semana de práctica se descontará 10% de su nota promedio final de la práctica.

El incumplimiento de cualquiera de los puntos nombrados anteriormente será causal de reprobación del Taller y Práctica de Traducción correspondiente. A su vez, será motivo de reprobación de la asignatura del año en curso.

La nota de la práctica no se puede recuperar, pues evalúa un proceso.

III. CRONOGRAMA GENERAL DE LA PRÁCTICA

| PASO PREVIO AL INICIO | ACTIVIDADES | PLAZO |
|---|---|-------|
| Lanzamiento Práctica 2020 | Se da lectura a las Disposiciones Generales. | |
| Selección del lugar/texto de práctica | Búsqueda del lugar/texto de práctica. | |
| PASO N° 1 | ACTIVIDADES | |
| Inicio | Inicio de la práctica. | |
| Entrega calendarización de la metodología de traducción en la carta Gantt. | Fijar las fechas tentativas en la metodología de traducción para el desarrollo del proceso y enviar la propuesta al profesor supervisor para su aprobación. | |
| PASO N° 2 | ACTIVIDADES | |
| Seguimiento de la metodología de traducción de acuerdo a la calendarización en el cronograma Gantt. | Entrega del borrador. | |
| | Revisión del borrador y documentación por parte del profesor supervisor. | |
| | Devolución del borrador revisado. | |
| | Entrega final del portafolio digital. | |
| | Entrega de calificación traducción final, portafolio e informe por parte del profesor supervisor | |
| | Entrega de las pautas de evaluación (Tutor- auto/coevaluación) | |
| | Entrega de la nota final del proceso | |

ANEXO: DISPOSICIONES GENERALES COMPLEMENTARIAS

Modificaciones en contexto de crisis sanitaria año 2020

Práctica Régimen Anual Lic. en Idioma Inglés y Título de Traductor Inglés-Español
Con la finalidad de dar cumplimiento con el proceso de práctica de este año para la carrera de Traducción y frente a la imposibilidad de desarrollar las prácticas de forma habitual, dada la actual crisis sanitaria, se crea el presente anexo de manera excepcional para establecer los parámetros a considerar en dicho proceso bajo la modalidad de trabajo en línea:

- I. **DESCRIPCIÓN DE LA PRÁCTICA Y DEL PORTAFOLIO DIGITAL:** se modifica la cantidad de palabras del Texto Fuente por las siguientes: 4.000 a 5.000 palabras como máximo para ambos niveles, 300 y 400. Se mantiene la temática del texto fuente para el nivel 300, que debe estar relacionada a las Ciencias Naturales

(*research paper / original article*) y para el nivel 400 Tecnologías e Ingenierías (manual de instrucciones especializado). Debido a las circunstancias actuales, por esta vez, cada profesor supervisor será el encargado de entregar al estudiante el texto a traducir.

1. FORMATO DE PRESENTACIÓN DEL PORTAFOLIO DE TRADUCCIÓN:

El Portafolio debe contener los siguientes documentos en la correspondiente carpeta de Google Drive:

- Disposiciones Generales y anexo.
- Texto Origen (TO) en extensión .doc y .pdf
- MemoQ: glosario xml (Multiterm), memoria tmx y archivo bilingüe RTF (todos exportados)
- Glosario, presentado en APA 6ta Edición.
- Documentación
- Problemas y Técnicas de Traducción
- Informe
- Pautas de Evaluación profesor supervisor, dando cuenta de las reuniones sostenidas.
- Borrador de la Traducción
- Texto Meta (TM) en extensión .doc y .pdf
- Cotización

1.1 GLOSARIO: se modifica la cantidad mínima de términos especializados que debe declarar en el glosario a 15 términos. Se entrega en el formato de la plantilla, como hoja de cálculo en Excel (.xlsx).

Estos términos deben presentar un desafío para el practicante, es decir, que quede demostrado en su glosario que corresponden a términos especializados del área que traduce (**Anexo 1**), además debe demostrar en el glosario que su referencia proviene de fuentes confiables.

1.2 DOCUMENTACIÓN: se sustituye el tipo de documentación a sólo documentación electrónica (**Anexo 2**). En los siguientes términos: se debe entregar una captura de pantalla donde se especifique el término, destacando y subrayando el concepto o idea que le fue de utilidad con su cita APA 6^{ta} edición. No se aceptarán archivos de Word o bloc de notas con links de páginas web o citas APA sin su correspondiente captura de pantalla. Mínimo 5 en inglés, 5 en español y 5 bilingüe.

1.3 PROBLEMAS Y TÉCNICAS DE TRADUCCIÓN: el estudiante debe aplicar las guías *Translation Problems* y *Translation Techniques*. Indicar en la plantilla de Problemas y Técnicas de Traducción (**Anexo 3**) al menos 5 Problemas con su correspondiente Técnica de Traducción. En la sección «Observación» justificar con fundamentos su elección.

Los avances se entregan al profesor supervisor correspondiente asignado, de acuerdo a la fecha que se estableció en la Carta Gantt.

1.4 INFORME:

Con respecto al informe, éste será evaluado por el profesor supervisor correspondiente en base a la rúbrica de evaluación (**Anexo 4**) y debe presentar:

- Introducción
 - Descripción a grandes rasgos del proceso de práctica.
 - Contextualizar texto traducido.
- Reflexiones posteriores al proceso de práctica (aprendizajes, logros, debilidades, fortalezas, problemas, imprevistos y plan de mejora a futuro).

1.5 PROFESOR SUPERVISOR

En el Lanzamiento de Prácticas, con fecha 04 septiembre del presente año, se dará a conocer a los estudiantes el profesor supervisor que lo acompañará y guiará en todo el proceso.

Deben existir un mínimo de 4 reuniones en todo el proceso entre estudiante-profesor supervisor, las cuales serán programadas según disponibilidad horaria específica entre ambas partes. Es obligación del estudiante asistir a las 4 reuniones en las que mostrará avance a su profesor supervisor para ser evaluado en cada una de ellas (**Anexo 5**). Si el estudiante faltara a alguna reunión, tendrá la obligación de comunicarse con su profesor por un medio oficial (correo electrónico institucional) con un máximo de 2 días hábiles luego de haberse ausentado solicitando una reunión por Google Meet para mostrar los avances y pueda ser evaluado.

Cada una de estas reuniones deberá ser grabada para guardar registro de ella, en estas reuniones el profesor supervisor se asegurará que el estudiante:

- Esté avanzando adecuadamente
- Esté documentándose adecuadamente
- Se encuentre en condiciones de dominio del TO en cuanto a temática
- No esté cometiendo plagio

Si el profesor supervisor llegara a detectar alguna irregularidad, informará a Coordinación de Práctica, ésta evaluará la situación y se encontrará en libertad de dar de baja del proceso de Práctica al estudiante en cuestión.

1.6 BORRADOR: Se entrega en Word (docx) y archivo bilingüe RTF (exportado de MemoQ). El profesor supervisor será el encargado de la revisión del texto.

1.7 TRADUCCIÓN FINAL: respecto de la entrega de la traducción final:

Los estudiantes deben subir a carpeta Google Drive (correspondiente a la asignatura):

- Word (docx) del texto meta
- PDF del texto meta
- De MemoQ: memoria tmx y archivo bilingüe RTF (todos exportados).

Es responsabilidad del estudiante informar sobre posibles dificultades en la utilización y/o entrega de la traducción final en los formatos respectivamente solicitados.

La fecha límite para informar a Coordinación de Práctica sobre problemas relacionados con software, equipo, etc. es el día 30 septiembre hasta las 17.30 hrs. En caso de presentarse el caso, debe dirigir un correo a Coordinación de Práctica, Susana Montecino, susana.montecino@uda.cl, con copia a profesor o profesora de cohorte explicando las razones

por las que no será posible ocupar MemoQ. La situación será evaluada por la correspondiente Coordinación. Se entregará una respuesta al alumno en un plazo no mayor a 5 días hábiles. Si los estudiantes no cumplen con dar informar sobre problemas (equipo, software, MemoQ) antes de la fecha estipulada anteriormente, se entenderá que es obligación la entrega de memoria tnx y archivo bilingüe RTF (todos exportados), entre los otros formatos solicitados. El producto final de traducción será evaluado por el profesor supervisor correspondiente en base en la rúbrica de evaluación (**Anexo 6**).

IMPORTANTE:

*****PLAGIO:** para resguardar la calidad en los procesos correspondientes, se dará por reprobado de inmediato el proceso de práctica para el estudiante si se comprueba que ha cometido plagio, lo que podría resultar en un sumario; entiéndase uso de traductor automático de cualquier tipo. En el caso de presentarse un caso posible de plagio, la situación será evaluada por todos los académicos de la carrera.

*****Es un requisito la asistencia al lanzamiento de la práctica el día 4 de septiembre para enterarse de los lineamientos generales del proceso.**

II. EVALUACIÓN: se modifican los respectivos porcentajes de la evaluación por los siguientes:

Sólo se evaluarán aquellas prácticas que:

- Cumplan con el formato de presentación establecido en el portafolio de traducción.
- Hayan cumplido con la entrega de borrador; proceso considerado como requisito en el proceso de práctica.
- No hayan cometido plagio en la presentación de su producto. En este sentido, se prohíbe el uso de herramientas de traducción automática.

La evaluación considera cinco aspectos:

| Aspectos de la evaluación | Porcentaje de la nota |
|----------------------------|-----------------------|
| Texto meta (traducción) | 70 % |
| Portafolio | 15 % |
| Informe | 3 % |
| Pauta de autoevaluación | 2 % |
| Pauta del Prof. supervisor | 10 % |
| TOTAL | 100 % |

3. CRONOGRAMA GENERAL DE LA PRÁCTICA: Se sustituyen los plazos del cronograma por los indicados en la siguiente tabla:

| PASO PREVIO AL INICIO | ACTIVIDADES | PLAZO |
|---|---|--|
| Lanzamiento Práctica 2020 | Se da lectura a las Disposiciones Generales. | 04 septiembre 2020 (jornada de mañana) |
| Entrega de TO | Reunión con supervisores | 04 septiembre 2020 (jornada de tarde) |
| PASO N.º 1 | ACTIVIDADES | |
| Inicio | Inicio de la práctica. | 04 septiembre 2020 |
| Entrega calendarización de la metodología de traducción en la Carta Gantt . | Fijar las fechas tentativas en la metodología de traducción para el desarrollo del proceso y enviar la propuesta al profesor supervisor para su aprobación. | 07 septiembre 2020 |
| | Fecha límite para informar a Coordinación de Práctica sobre inconvenientes con uso de software. | 30 de septiembre 2020 hasta las 17:30 |
| PASO N.º 2 | ACTIVIDADES | |
| Seguimiento de la metodología de traducción de acuerdo a la calendarización en el cronograma Gantt. | Entrega del borrador. | 23 octubre 2020 hasta las 16:30 |
| | Devolución del borrador revisado. | 06 noviembre 2020 |
| | Entrega final del portafolio digital subido a Google Drive. | 27 noviembre 2020 hasta las 17.30 hrs. |
| | Entrega de la nota final del proceso | 11 diciembre 2020 |

Anexo 1: Rúbrica de evaluación del glosario

| Indicador | Bueno (6) | Satisfactorio (3) | Deficiente (0) |
|--------------------------------------|--|---|--|
| Pertinencia y definición de términos | Los términos seleccionados para la creación del glosario son significativos para la traducción, son términos relacionados con la especialidad del texto. La definición términos y de equivalentes entregados para cada uno de los términos tiene relación directa con la realización del TM. | Los términos seleccionados para la creación del glosario son medianamente significativos para su traducción, en parte son términos relacionados exclusivamente con la especialidad del texto. Se detectan términos simples, de menor complejidad. La definición de algunos de los términos y de equivalentes tienen directa relación con la realización del TM, otros no. | Los términos seleccionados para la creación del glosario no son significativos para su traducción, no son términos relacionados exclusivamente con la especialidad del texto. Se detectan términos simples, sin complejidad y sin presentar un desafío para el traductor en formación. La definición de los términos y de equivalentes no tienen relación con el TM. |
| Cantidad de términos | Los 15 términos que se le exige al estudiante cumplen con el grado de complejidad de la especialidad del texto. | 10 de los 15 términos que se le exige, cumplen con el grado de complejidad de la especialidad del texto. | Cumple con menos de 10 de los 15 términos que se le exige, no presentan complejidad de la especialidad del texto. |
| Referencia | Cita de manera apropiada en APA 6ta Ed. las definiciones de los 15 términos que se solicitan. Hace distinción entre ellas para citarlas correctamente, es decir: libro, página web, artículo, glosario, banco de datos, entrevista a especialistas, etc. | Cita de una forma satisfactoria en APA 6ta Ed. Parte de las definiciones de los términos solicitados. Logra citar de manera satisfactoria 10 de los 15 términos que se le exige. | Cita de manera inapropiada e insatisfactoria las definiciones de los términos solicitados. No logra entregar información fidedigna. Entrega solamente información incompleta o links de páginas web sin citar. |

Anexo 2. Rúbrica de evaluación de la Documentación

| Indicador | Bueno (6) | Satisfactorio (3) | Deficiente (0) |
|--|---|--|---|
| Pertinencia de las fuentes de Documentación | Usa más de 15 fuentes confiables y la información es precisa y relacionada con el área o campo del término documentado. | Usa al menos 10 fuentes confiables (páginas web, terminología especializada, etc) con algunos errores puntuales en la información entregada. | Usa 8 o menos fuentes confiables y existen errores en la información entregada. |
| Evaluación de fuentes confiables (páginas web) | Utiliza fuentes adecuadas y confiables. La variedad de fuentes es muy amplia. | Utiliza, algunas veces, fuentes inadecuadas y no confiables. La variedad de fuentes es un tanto limitada. | Utiliza fuentes inadecuadas y no confiables en todo momento. La variedad de fuentes es bastante limitada. |
| Referencia | Cita de manera correcta las 15 fuentes de documentación consultadas. Hace la diferencia de citas entre libros, revistas, tesis, videos académicos, etc. | Cita de manera correcta al menos 10 fuentes de documentación de las que fueron consultadas. En algunas ocasiones logra diferenciar las citas entre libros, revistas, tesis, videos | No contiene referencia de las fuentes de documentación consultadas. |

| | | |
|--|------------------|--|
| | académicos, etc. | |
|--|------------------|--|

Anexo 3. Plantilla de evaluación de los Problemas y Técnicas de Traducción

| | TO | Problema de Traducción | TM | Técnica de Traducción | Observaciones del estudiante | Cumple correctamente Sí / no (profesor supervisor) |
|---|----|------------------------|----|-----------------------|------------------------------|--|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |

Anexo 4. Rúbrica de evaluación del informe

| Indicador | Muy bueno (6) | Satisfactorio (3) | Deficiente (0) |
|---|---------------|-------------------|----------------|
| El/la estudiante describe a cabalidad el proceso de práctica, presentando el contexto del texto traducido. | | | |
| El/la estudiante identifica los aspectos relevantes aprendidos a partir de su proceso de prácticas. | | | |
| El/la estudiante presenta debilidades observadas en su proceso de prácticas. Las debilidades exhiben un adecuado nivel de reflexión. | | | |
| El/la estudiante presenta fortalezas observadas en su proceso de prácticas. Las fortalezas exhiben un adecuado nivel de reflexión. | | | |
| El/la estudiante describe un adecuado plan de mejora en su labor como traductor en base a las debilidades observadas en su proceso de práctica. | | | |
| El/la estudiante presenta ejemplos concretos en sus reflexiones del proceso de práctica. | | | |
| El/la estudiante proporciona Reflexiones fundamentadas | | | |
| Normas de redacción y ortografía | | | |

Anexo 5. Rúbrica de evaluación del profesor supervisor (se aplicará una evaluación en cada una de las reuniones)

| Indicador | Bueno (6) | Satisfactorio (3) | Deficiente (0) |
|-----------|-----------|-------------------|----------------|
|-----------|-----------|-------------------|----------------|

| | | | |
|---|--|--|--|
| El/la estudiante debe demostrar un avance acorde al tiempo de trabajo que debería estar dedicando a la práctica. Debe demostrar un avance en conjunto: TM , glosario y documentación. | | | |
| El/la estudiante muestra al profesor supervisor la Documentación utilizada durante el proceso. La información que entrega es fidedigna y de carácter terminológico. | | | |
| El/la estudiante demuestra dominio de la información presente en el TO. Explica procesos, funciones, etc. | | | |
| El/la estudiante realiza preguntas al profesor/profesora supervisor de acuerdo a las dificultades que presenta en el proceso. | | | |
| El/la estudiante realiza un trabajo de creación propia, no se detecta plagio en su trabajo. | | | |
| El/la estudiante cumple con los plazos establecidos en carta Gantt y programa de práctica. | | | |

*El profesor supervisor debe dejar registro de sus observaciones en los espacios disponibles.

Anexo 6. Rúbrica de evaluación Texto Meta

| Problema | Definición | Descuento |
|------------------------------|---|-----------|
| Adición (AD) | Introducir de manera injustificada en el texto de llegada elementos de información superfluos inexistentes en el texto de origen. | -0,3 |
| Contrasentido (CS) | Atribuir a un enunciado del texto de origen un sentido contrario. | -0,8 |
| Falso sentido (FS) | Atribuir a una palabra o una expresión del texto de origen una acepción que altera el sentido del texto, pero sin llegar a producir un contrasentido. | -0,3 |
| Omisión (O) | No traducir en el texto de llegada un elemento del sentido del texto de origen sin razón válida. | -0,5 |
| Sobretraducción (SOB) | Explicitar elementos del texto de origen que deberían quedar implícitos en el texto de llegada. | -0,3 |
| Subtraducción (SUB) | No realizar en el texto de llegada las compensaciones, amplificaciones o explicitaciones que exige una traducción idiomática y fiel al sentido del texto de origen. | -0,3 |

| | | | |
|-----------------------------|----------------------------|---|------|
| Anglicismo (ANG) | Semántico | a) to ignore: ignorar -> no hacer caso omiso de; b) to ruin: arruinar -> dañar, estropear; c) to save (a document) (en informática): salvar (un documento) -> guardar (un documento) | -0,3 |
| | Morfológico | a) to influence: influenciar -> influir; b) ineffective: ineficiente -> ineficaz. | -0,2 |
| | Sintáctico | a) to pay for (the book): pagar por el libro -> pagar el libro; b) to apply for (the job): aplicar para (el puesto) -> solicitar (el puesto); c) c) the second most important: el segundo más importante -> el segundo en importancia | -0,4 |
| | Errores ortotipográficos | Uso incorrecto de puntuación de los textos, además de la correcta utilización de ciertos signos complementarios». ¿are you bored? -> estás aburrido? -> ¿estás aburrido? | -0,2 |
| Gramática | Error puntual (EP) | La oración no tiene coma, punto seguido o aparte. | -0,1 |
| | Error acentual (EA) | La palabra no tiene tilde, o tiene tilde pero es incorrecta. a) canción -> canción b) sólo si es posible -> solo si es posible. | -0,1 |
| | Barbarismo (BA) | Incorrección en el uso del lenguaje que consiste en pronunciar o escribir mal las palabras o en utilizar palabras equivocadas o inexistentes en la lengua. Ejemplos: | -0,1 |

| | | | |
|--------------------|---|--|-------|
| | | a) "decir 'cocreta' por 'croqueta" b) ola a todos -> hola a todos. c) traducí un texto -> traduje un texto | |
| Maquetación | El TM (PDF) presenta desprolijidad, se puede observar diferencias en el uso de fuentes, tamaño, tablas con información confusa y ubicadas en lugares errados. No se respeta el orden de columnas, encabezado, pie de página, etc. | | - 0,8 |

This thesis entitled:

**COPING WITH THE AFFECTIVE DIMENSIONS OF THE EARLY AND
PROGRESSIVE PRACTICUM PROCESS IN TRANSLATION STUDENTS**

written by

Katherine Alarcón Mercado, Pamela Ávalos Aguirre, Mariana Meneses Chilla and

Bryan Valencia Cortés

has been approved for the Department of Languages

Thesis Advisor: Gisella Naranjo Saavedra

Thesis Evaluator: Rossana Gómez Sánchez

Thesis Evaluator: Susana Montecino Orellana

Date: December, 2022

The final copy of this thesis has been examined by the signatories, who ascertain that both the content and the form meet acceptable presentation standards of scholarly work in the above-mentioned discipline.

Esta tesis titulada:

Afrontamiento de la Dimensión Afectiva en el Proceso de Práctica Temprana y Progresiva de los Estudiantes de Traducción

escrita por

**Katherine Alarcón Mercado, Pamela Ávalos Aguirre, Mariana Meneses Chilla y
Bryan Valencia Cortés**

ha sido aprobada por el Departamento de Idiomas

Profesor guía: Gisella Naranjo Saavedra

Profesora evaluadora: Rossana Gómez Sánchez

Profesora evaluadora: Susana Montecino Orellana

Fecha: diciembre, 2022

La versión final de esta tesis ha sido revisada por todos los firmantes quienes confirman que el contenido y la forma cumplen con los estándares de trabajo intelectual de la disciplina arriba mencionada.