

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGE DEPARTMENT**



TOPIC

A DISCOURSE ANALYSIS OF RAFAEL ABELLA'S TRANSLATION INTO SPANISH OF THE BOOK "ANIMAL FARM" BY GEORGE ORWELL, FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR, YEAR 2022.

PRESENTED BY

GERARDO DANIEL HERNÁNDEZ MENA HM16004
KAREN ALISA QUINTANILLA JACOBO QJ17002

**IN ORDER TO OBTAIN THE DEGREE OF
BACHELOR OF ARTS IN MODERN LANGUAGES WITH A MAJOR IN FRENCH AND
ENGLISH**

RESEARCH ADVISOR

EDGAR NICOLÁS AYALA, MSD.

COORDINATOR OF THE GRADUATION PROCESS

MIGUEL ÁNGEL CARRANZA CAMPOS, MED

CIUDAD UNIVERSITARIA, DR. FABIO CASTILLO FIGUEROA, SAN
SALVADOR, EL SALVADOR, CENTROAMÉRICA, JUNE 1ST, 2023.

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MAESTRO. MIGUEL ÁNGEL CARRANZA CAMPOS

GENERAL COORDINATOR OF THE GRADUATION PROCESSES

MAESTRO EDGAR NICOLÁS AYALA

RESEARCH ADVISOR

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ABSTRACT

This research focused on the Spanish translation of the classic English literary text *Animal Farm*, written by George Orwell in 1945 and translated by Rafael Abella in 2006. The main concern of this study was related to the issue of equivalence between the two texts, taking into consideration the textual and intertextual evidence of the texts involved. Therefore, this study adopted the research approach of discourse analysis based on the three dimensions by Alonso (1998): informational, structural, and social. The researchers used the descriptive qualitative method to describe the phenomena objectively. The data was collected by reading and highlighting words, phrases, and sentences to analyze the equivalence between the source text and the target text.

Keywords: literary translation, *Animal Farm*, discourse analysis

INTRODUCTION

The translation is a complex process that requires a rapid, multilayered analysis of the semantic domain, syntactic structure, sociological and psychological responses of readers or listeners, and cultural differences. Like languages, translation is constantly innovative and brings new things. According to Nida and Taber (2003, p. 12), translation is a process of reproducing the closest natural equivalent of the source language (SL) message in the target language (TL), in which the priority is the meaning and then the language style. Therefore, the equivalence of meaning and language style is critical when translating a text, especially literary texts since they relate to feelings and aesthetics.

The existence of translators has a vital role in literature as a connector between one culture and another (Cragie & Pattison, 2018). Someone can easily understand the point and the purpose of the message conveyed by the author, using a translation of the source culture into the target culture. But to be enjoyed by readers of different languages, a source text must be well translated, and to produce a good translation several requirements are needed. Every message delivered must follow a clear purpose, so there is no misunderstanding between translators and the readers.

Nababan (2006) states that the quality of a translation product will depend on the translation process; the translator's expertise will determine the success of a translation process in carrying out his duty. Before the translation process, the translator must first analyze the source text comprehensively in terms of lexicon/register, genre, style, and target audience. Only in this manner, can he correctly translate the source text (ST) into the target text (TT). This of course will lead to difficulties in translation, especially in finding the equivalence of language units between ST and TT.

A language unit has its own systems and cultural background, which are often different from other languages. Translators should be aware of them when they are translating texts. They need to consider the equivalence of both meaning and structure when transferring a message from SL to TL. The equivalence of the message is an important part of the translation; it will depend on the language use and the context of the target language; while also having to consider the intrinsic aspects of human communication. Therefore, translators should first and foremost understand the diction, grammatical rules, and context between SL and TL before transmitting the language.

The choices that translators make, like whether to retain the stylistic features of the source language text or retain the historical stylistic dimension of the original, become the most critical issue in the case of literary translation. According to Newmark (1988, p. 4), a translation is never finished since there are still many possibilities for other translators who try to translate continuously in the same field. For instance, *Animal Farm* has already been translated to Spanish by many translators, which have different styles in the translation results (Camallonga, 2019).

George Orwell's *Animal Farm* (which in its first edition was subtitled *A fairy story*) is an allegorical story about a community of animals that rebels against the oppression exercised on them by humans and aims to build a society based on justice and equality. This book has attracted a lot of attention since the moment it was first published due to its political nature. This research does not deal with the book's literary or political impact, but approaches it from a linguistic perspective, focusing primarily on the equivalence of the Spanish translation by Rafael Abella compared to the original version.

Accordingly, *Animal Farm* is considered the source text (ST), and the Spanish translation *Rebelión en la Granja* is the target text (TT). The objective of this research is to determine the level of equivalence of Rafael Abella's translation into Spanish of George Orwell's book *Animal Farm* by analyzing the discourse of both versions in three dimensions: informational, structural, and social. More specifically, the aim is to identify any class shift, study the changes in the sentence structure, and examine the social, historical, or cultural context. It further aims to ascertain if Rafael Abella's Spanish translation maintained or altered the author's original intent.

I. RESEARCH TOPIC

A discourse analysis of Rafael Abella's translation into Spanish of the book “Animal Farm” by George Orwell, Foreign Language Department, University of El Salvador, year 2022.

II. STATEMENT OF THE PROBLEM

A. Description of the Problem

The translation is the vehicle for the exchange of knowledge among different cultures. History suggests that translators and their works have played a significant role in various societies in a range of ways: supporting literacy, developing national languages, stimulating the creation of a body of national literature, disseminating knowledge, spreading religions, transmitting cultural values, and so forth (Delisle & Woodsworth, 2012). One of the fields that benefit from translation is literature. Literature is society's reflection since it both absorbs and expresses the values, traditions, and beliefs about a particular group of people or culture.

Literary translation is an activity that builds bridges and breaks down walls, and that, at present, does not have the recognition and visibility it deserves (European Commission, Directorate-General for Education, Youth, Sport and Culture, 2022). It is contradictory because both literature and translation have helped the most in globalization and understanding among cultures. Through literature, society educates younger generations about their past, current belief systems, and future expectations. And thanks to the practice of translation, the field of knowledge broadens. For this reason, translation has become a common practice, with most literary works translated from English into other languages.

Despite the importance of translation, there have been hardly any rigorous studies of translation issues related to literary works translated from English to Spanish. As a result, there is a lack of studies that suffice to assess the quality of translation or to identify issues that require attention from professional translators. Literary translation is an arduous task, since maintaining the message contained in the original language into the translation of another is not easy. Words, sentences, and paragraphs must be analyzed and restructured to convey the most appropriate meaning in the culture to which the translation is addressed.

Thus, translators follow certain strategies to overcome the challenge of cultural equivalence to render the meaningful ideas and morals of the story to an audience. So, in this way, there is a minimum alteration of the content or message of the source text (ST). If the translator is unable to choose the accurate cultural equivalent in the target language (TL) is what scholars call unfaithful translations (Qian, 2017). To achieve a pleasing impression, the translator must attempt to transfer the linguistic and extra-linguistic signs from one text to

another, maintaining what the author of the ST intended to express and taking into consideration the target language of the readers.

An accurate literary translation is not easy to achieve, so it is very beneficial for translators to realize an in-depth study on this topic. Unfortunately, this is not a topic investigated enough. Many translations into Spanish are currently made, mainly of a commercial nature, but there has been very little reflection and very little systematization (Gapper, 1991, p. 134). Therefore, the attention to theories and practices of translation is far from proportional to the focus on producing works of translation. As a result, little is known about the language issues that specifically relate to the relationship between English and Spanish in the context of translated literature.

B. Objectives

1. General Objectives

Analyze the equivalence of Rafael Abella's translation into Spanish of the book *Animal Farm* by George Orwell.

2. Specific Objectives

- To determine if there are any class shifts in the eight parts of speech in the Spanish translation of Orwell's *Animal Farm*.
- To identify whether the Spanish translation maintains the sentence structures of the original text.
- To examine to what extent Rafael Abella's Spanish translation maintained or altered the social, historical, or cultural context of *Animal Farm*.

C. Research Questions

1. General Question

What is the level of equivalence of Rafael Abella's translation into Spanish of George Orwell's book *Animal Farm*?

2. Related Questions

- Are there any class shifts in the eight parts of speech in the Spanish translation of Orwell's *Animal Farm*?
- Does the Spanish translation maintain the sentence structures of the original text?
- To what extent did the Spanish translation by Rafael Abella maintain or alter the social, historical, or cultural context of *Animal Farm*?

D. Justification

Translation has become a significant source of materials and a crucial activity in the publishing industry. Hence, a translator has also become a key element. They need to deliver an equal response to the reader as per the author's message or intent of the source language. An equal response can be accomplished by reproducing the message in the target language with a form that feels natural and accurate. However, sometimes the translator faces difficulties when translating a literary work because of the different concepts of language and culture between the source language and the target language.

The quest for equivalence is a major aspect of translation studies and represents a central problem in the field (House, 2014). For this reason, this study discussed the concept of equivalence beyond lexical and syntactic properties involving English and Spanish. In other words, the type of equivalence of interest was at the textual level. This focus was in contrast to the commonly addressed concerns of equivalence at lower levels of usage, that is, at the lexical level, within language systems themselves, particularly in translation research involving English and Spanish.

This study investigated how the translator Rafael Abella translated the classic literary work from English into Spanish, with specific reference to Orwell's *Animal Farm*, thus, illuminating the process by which translation from English into Spanish has been undertaken. The major concern of this study was related to the issue of equivalence between the two texts, taking into consideration the textual and intertextual evidence of the texts involved, therefore, the study was based on the linguistic aspects of the selected texts to realize a comprehensive discourse analysis.

At present, there has been little work on the study of translation issues in El Salvador, and what does exist tends not to be rigorous and lacking in theoretical grounding. El Salvador has very few programs majoring in translation studies nationwide, UES offers a master in English/Spanish translation and the UEES offers an undergraduate program specialized in the translation and interpretation of the English language. This figure is far behind, for example, Japan, which reportedly hosts more than one hundred programs (Takeda, 2012), and indicates a lack of human and research capital in the field of translation in El Salvador. With this in mind, professionals or researchers may benefit from the outcomes of this study.

E. Delimitation of the Problem

This research focused on a discourse analysis based on the three dimensions by Alonso (1998): informational, structural, and social, to analyze the equivalence of the Spanish translation of *Animal Farm*. The samples analyzed by the researchers were the e-book versions of *Animal Farm* by George Orwell, from pages 1 to 48, and *Rebelión en la Granja* translated to Spanish by Rafael Abella in 2006, from page 4 to page 127.

The time frame of this research was from March 1st to September 14th, 2022. All the process was realized online.

Once all the information was gathered, the researchers analyzed how the English-to-Spanish translation process was executed following the three dimensions previously mentioned.

III. FRAMEWORK

A. Historical Framework

Definition

The term *translation* derives from the Latin word *trānslātiō*, which means “to transfer or to convey” (Collins, n.d.). This word has undergone quite significant changes through the years. The same term has developed up to its up-to-day version. There is no doubt about the different applications it has had, either. Each century, there are many theories about the first appearance of this word, and theorists have tried to find its origin to keep studying it in depth.

According to Munday (2016, p. 8), the process of translation involves the change of an written text (the source text) in the original language into a written text (the target text) in a different language. Therefore, translation can be defined as a written process where one idea is expressed in a different language without verbal communication. It is, however, common to hear the term “interpretation” used incorrectly to refer to translation when this process comprises adapting only texts.

Translation studies would not be complete without knowing the history of translation (Delisle, 2003). Different proposals endorse this statement since knowing the first steps or origins of translation could help to understand the topic better. According to D’hulst (1994, p. 13), it enhances the comprehension of the discipline by reconciling the past and the present, showing the parallels and coincidences that exist between traditions of thought and/or divergent practices. Therefore, it helps to understand the reason for translating certain works.

It would be almost impossible not to talk about translation history without mentioning the myth of the Tower of Babel (Pardo, 2013). Diverse theories support that language was at that time chaotic, so speakers could not finish their objective: reaching the heavens (Gerosa, 2008). With this, the idea of being monolingual could have a religious punishment since humans would make the deity angry just for communicating with anyone without barriers to reach a common goal that seems impossible.

As humans, people have tried to justify some events in history using religion or spirituality when academic research has not been enough. Religion satisfies two functions in the brain: self-maintenance and self-transcendence (D’Aquili & Newberg, 1998, p. 187). The

former aims to explain that religious experiences answer the question: “How do we survive as species?”. The latter focuses on answering the “How do we continue to evolve as people?” inquiry. Therefore, translation does not escape from religion to try to find an explanation.

Translation History: Different Phases

It is no surprise to find studies where academics have tried to link religion and linguistics to make a theory. However, other researchers have dedicated time to classify the history of translation into sections. According to George Steiner (1975), translation history can be divided into four periods: the first from the Roman translator Cicero and Horace to Alexander Fraser Tytler; the second period extends up to Valéry Larbaud; the third period from Valéry Larbaud to the 1960s; and the fourth period from 1960s onwards. His book on translation history is very influential (Jaka, 2009).

As George Steiner stated in *After Babel*, the first period commences in the first century B.C. Here, we find the recommendation of Cicero and Horace: do not translate *verbum pro verbo* or word-per-word. In this era, translators based their renders on their own experiences. The second era starts with the contributions of Tytler in his *Essay on The Principles of Translation* (1970). This period is characterized by a theoretical and hermeneutic reflection in translation.

Furthermore, there are still two more periods that cannot be ignored. The third era started the transition to the modern era (Jaka, 2009). Statistical methods and linguistics theories began to be applied in the translation field. Also, professional translators and magazines about translation became increasingly important. In Steiner’s last period, concrete problems arise which require a correspondent solution from translators.

Nevertheless, this categorizing of translation throughout history seems inaccurate for other authors who have tried to classify it in different periods. According to Jacques Le Goff, translation history is divided into three periods. The first phase was from the third to tenth centuries. The second phase was from the tenth to fifteenth centuries. Lastly, the third phase was from the sixteenth to the nineteenth century. Each has been somehow affected by technological events, such as inventions of new machines that will change each era (Foz, 2006, pp. 131-144).

Another philosopher, Johan Huizinga, proposed his phases in his famous *Autumn of the Middle Ages* (1919). Huizinga names three distinct periods: the bubbly period, which encompasses the twelfth century; the central period, which comprises the thirteenth century; and the Autumn in the Middle Ages period, which spans the fourteenth century. Thus, each period has suffered modifications depending on the topic that continued under study. These phases, proposed by different authors, aim to explain the evolution of translation over the years.

History of the First Translated Documents and Objects

In addition to the different phases that have tried to periodize the history of translation into different sets, historical documents or objects are also a fundamental part of its history. According to Tirosh (2010), the historical translation of documents is how knowledge of past generations, centuries, and millennia has been accessible to anyone. It is evident that not only translators benefit from documents or ancient objects but also museums, as they are part of their displays.

Munday (2016) stated: “The practice of translation was crucial for the early dissemination of key cultural and religious texts and concepts” (p. 13). Therefore, ancient knowledge has been passed down from generation to generation using different languages. Without the establishment of translation, some old manuscripts or books about any topic would remain in the original language, making it impossible to decipher their content.

The *Septuagint*, an old Greek version of the Bible, contained the translation of all books found in the Old Testament (Smith, n.d.). It was the first known biblical render written in Greek. The *Septuagint* comes from the Latin word *septuaginta*, which means “seventy” (Smith, n.d.). The story tells that, during the third century BC, King Ptolemy II Philadelphus of Alexandria wished to add Jewish scriptures to his library and sent a group of 70 translators to Egypt to translate the text into Greek.

Later, in the fourth century, a famous translator was known for translating Buddhist texts from Sanskrit to Chinese. Kumarajiva, a monk born in the year 350 BC in Kusha (Daňková, 2006), is considered one of the most influential Chinese translators. He dedicated himself to translating into Chinese all Buddhist canonical texts (Wilkinson, 2020). Kumarajiva

was noticeably talented at delivering his works, and it helped build his reputation among different translators.

Kumarajiva went down in history as one of the greatest Sanskrit-Chinese translators of all time (Wilkinson, 2020). His translations contributed to more knowledge about scriptures and teaching Mahayana to Chinese people at that time. His skills, considered “supernatural” back then, allowed him to have benefits, such as his place to translate documents. After Kumrajiva completed one of his works, he gave a speech, and people gathered to celebrate. His words had such relevance that they were recorded and distributed to people who could not attend his talk.

There have also been other characters in history who have contributed to translation. “The views of both Cicero and Horace on translation were to have a great influence on successive generations of translators,” remarks Bassnett (2002, p. 50). Thus, Romans, Greeks, and their literature is composed of different texts translated. However, considering that those renders are pioneers in the translation field, there is room for literal translation.

Since the first translated documents, the debate about translating word by word has existed. Cicero stated a distinction: “If I render word for word, the result will sound uncouth, and if compelled by necessity I alter anything in the order or wording, I shall seem to have departed from the function of a translator” (Bassnett, 2002, p. 51). This statement has remained up to these days when it is common to see word-per-word translated texts.

Additionally, the Italian poet Horace adds his opinion about translation. He remarks on the goal of producing an aesthetically pleasing and creative poetic text in the TL rather than a rigid faithful one (Bassnett, 2002, p. 51). His statement undoubtedly had an impact on future generations. The importance of translating a smooth text is more predominant than the idea of translating word-for-word.

B. Theoretical Framework

Discourse Analysis

The term *discourse analysis* refers to a range of approaches in numerous academic disciplines that are very different from one another. So, it is crucial to understand first the meaning of *discourse*. There are a variety of definitions for discourse, its most general usage refers to any form of language in use (Candlin, 1997, p. viii). Stubbs (1983, p. 10) defines discourse as “language above the sentence or above the clause”. Another definition describes discourse as “more than words in clauses” (Martin & Rose, 2007, p. 1), and according to Halliday and Hasan (1976, p. 2), discourse is a semantic unit, a unit not of form but of meaning.

Then, discourse can be defined as a sentence or a continuous stretch of language longer than a single sentence, constituting a coherent unit. It is not only a grammatical unit but a semantic and even a pragmatic one because discourse looks at the form and function of language beyond its small grammatical pieces such as phonemes and morphemes. So, discourse is a system of thought, knowledge, or communication that constructs our experience of the world. According to Cook (1989, p. ix), the study of discourse examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users. Therefore, to study discourse is to analyze how people produce and understand language in a social context.

The study of discourse is known as discourse analysis. The concept of discourse analysis was first used in 1952 by the conceptual linguist Zellig Harris to investigate the distribution of linguistic elements in extended texts and the links between the text and its social situation. According to Harris (1963, p. 7), discourse analysis is a method of seeking in any connected discrete linear material, whether language or language-like, which contains more than one elementary sentence, some global structure characterizing the whole discourse (the linear material), or a large section of it.

Discourse analysis then came to the foreground of the research areas at the end of the 1970s, since then plentiful conceptualizations of discourse analysis appeared, which have changed over time. One prominent definition of discourse analysis is by Brown and Yule (1983, p. 1) which refers to it as the study of how humans use language to communicate. As such, it cannot be restricted to the description of linguistic forms, regardless of the purposes or functions these forms are designed to serve in human affairs.

Stubbs (1983, p. 1) refers to it as attempts to study the organization of language above the sentence or above the clause, and therefore to study large linguistic units such as conversational exchanges or written texts. Discourse analysis is a broad research method that deals with meaning output derived from verbal and written texts. According to McCarthy (1991, p. 5), it is concerned with the study of the relation between language and the context in which it is used. Hence, it is both a study of the formal linguistic qualities of language by individuals and groups.

Discourse analysis deals with meaning output derived from verbal and written texts. It refers to the processes of language practice that become action through meta-act, ideology, knowledge, conversation, narration, expression, negotiation, power, and power shifts from one to another (Sözen, 2017). Bahrami (1999) explains that discourse analysis is concerned with language in use in social contexts, and with interaction or dialogue between speakers, thus the whole conversation is taken into account as well as the context of a conversation. According to the noted scholar van Dijk (1985, p. 2), it's the study of real language use, by real speakers in real situations.

In general, discourse analysis involves the study of language beyond the sentence to understand how it functions in a social context and the ways sentences combine to create meaning, coherence, and accomplish purposes. Therefore, discourse analysis involves both language form and language function and includes that part of communication that unfolds in spoken or written texts by means of various linguistic devices. Some of these devices researchers use for discourse analysis include books, newspapers, marketing materials, government documents, conversations, and interviews.

The investigation of language in use is the domain of discourse analysis, a sub-area of Applied Linguistics. However, Burr (2006) claims that the term *discourse analysis* is an umbrella that covers a wide variety of actual research practices with quite different aims and theoretical backgrounds. All take language as their focus of interest. So, discourse analysis can be defined as a systematic study of naturally occurring communication in the broadest sense at the level of meaning. Recently, the scope of discourse analysis has spread across several disciplines with diverse goals. According to van Dijk (1996, p. 12), discourse analysis is essentially multidisciplinary and involves linguistics, poetics, semiotics, psychology, sociology, anthropology, history, and communication research.

Therefore, an important characteristic of discourse studies is that they are essentially multidisciplinary. Thus, when analyzing discourse, researchers are not only concerned with “purely” linguistic facts; they pay equal or more attention to language use in relation to social, political, and cultural aspects. For this reason, discourse is not only within the interests of linguists; it is a field that is also studied by communication scientists, literary critics, philosophers, sociologists, anthropologists, social psychologists, political scientists, and many others.

In this perspective, discourse analysis presents a methodology for considering the perspective of seeing the text as a whole within its communicative situation and cultural orientation. Linguistic investigation can no longer treat the sentence as the basic unit since language does not occur in words or sentences, but in connective discourse. As an interdisciplinary discipline, translation has been influenced by this recent development in discourse analysis. Translation has often been characterized as an act of communication across linguistic and cultural boundaries. It has changed from a concern with isolated words to text in situations, with emphasis on cultural background. Work in discourse analysis, then, may be directly relevant to translation studies.

Discourse analysis is not only constituted by the convergence of different sciences (linguistics, sociology, anthropology, social psychology, cognitive psychology, political sciences, communication sciences, pedagogy, etc.), but within each of these sciences, very different currents can converge. Discourse analysis is a theoretical and methodological perspective that, according to van Dijk (1997, p. 3), is about “talk and text in context”. Meaning that it studies discourse as a communicative event or as a form of verbal interaction, together with the elements that surround it, either those characteristics of the communicative act itself or those related to its conditions of production and reception.

In this context, discourse analysis consists in highlighting the possible global meaning and intentionality expressed by the texts produced in certain circumstances. Discourse analysis considers that the whole is more than the direct sum of the parts, and begins its analysis attempting to understand the whole text. According to Gutiérrez (2009, p. 250), discourse analysis should be understood as an ambiguous analytical work that breaks down the text and then sutures it and recomposes it again, interpreting it.

The analysis of discourse is a task of reconstructing the meaning of the text that requires reading it, taking it, and interpreting it in its "literality" and in its "totality". The analysis would begin with a coding process consisting of the labeling and disaggregation of textual passages according to the type of analysis. Followed by the labeling of textual passages in various categories. It is worth noting that the same fragment can be included in more than one category and that the search can be both vertical and transversal. (Sayago, 2014)

On this basis, Alonso (1998) according to the classification of the levels and the proposals of Ibáñez (1979) identifies three perspectives or basic dimensions of discourse analysis: informational dimension (quantitative); structural dimension (textual), and social dimension (hermeneutic). Each dimension presents a different use of analysis and limitations or scope for social research. Each dimension understands the text and its meaning or intention from different presumptions.

Informational Dimension

The informational (quantitative) dimension analyzes and dismantles a corpus, selecting texts in a set of words, among which there are reiterations, in which there are possible associations, and to which we can attribute semantic distances or proximities. The text thus becomes a space of frequencies in which words appear, repeat, and associate with each other. Therefore, this dimension realizes a content analysis in which the word is the central and basic unit of this analysis, a word that operates by denotation since it cannot have added symbolic meanings, and where the text is an accumulated set of words divided and ordered.

The informational dimension considers that the text offers a sense or meaning from the information it contains, regardless of the form or manner in which such information is presented or interpreted by the recipient. In other words, the text information is seen as data and independent of the meaning that data offers. The informational use of analysis is versatile and is easily applied to both written texts and images, sound files, movies, radio or television programs, etcetera. Content analysis is a traditional frequency analysis in the informational/linguistic field.

Structural Dimension

If the informational use of the text offers a meaning from the information it contains (independent of the form or manner in which such information is produced), in the structural (textual) dimension that meaning is found in the relations comprising the elements of that text. In structural use, the essential thing is the permanence and invariance of a relational logic that combines and gives meaning to the words and/or propositions that create a textual set. The texts are therefore reduced to the code; the subjects to the structures; the concrete to the abstract.

Structural analysis is thus a radically formal analysis, a process of finding an unconscious order where there seems to be a manifest disorder. The code, therefore, is the dominant element of structuralist analysis; in this way, the system of articulation and formal cohesion of messages is, on the one hand, the sender of communication and, on the other, the object of research itself of the analysis. Indeed, the guiding idea that organizes the structural use of discursive analysis is to know the code or set of relational rules that order any text.

Social Dimension

The social (hermeneutics) dimension considers that there is no understanding of the text without interpretation since the text contains internally what it means at the same time as referring to the external thing for which the text was written or spoken. In other words, the text takes us into a community, a tradition, or a school of thought from which it proceeds and adds certain presuppositions and demands to the text. The reason why the text was written is what characterizes the discourse. The discourse being analyzed is the meaning that a subject attributes to the text, but a meaning that is in turn known through a textual expression.

According to hermeneutic usage, interpreting a text consists in deciphering the hidden meaning in the apparent meaning, displaying the levels of significance involved in the literal significance. The fundamental thing is the subject, since neither in the informational use nor in the structural one, the subject is a real social actor, nor does it appear as the interest of the action. It is the dimension that comes from the subject and its context, its history, as a place where the meaning of the text is produced. It is not an analysis that focuses on the produced texts but rather on the discursive situations (social, cultural, and historical) that produce them.

Therefore, the text and the context are interconnected in a set of complex and multiple relationships. To analyze discourse is to construct an “ad hoc” system of specific categories on the texts that allow us to interpret the social reality linked to those discourses. Discourse analysis emphasizes how humans construct meaning through speech and text, and their object of analysis typically goes beyond individual sentences. Finally, discourse analysis helps reveal the hidden motivations behind a text through the interpretation of the text.

C. Definition of Key Terms

- Render: to change words into a different language or form.
- Substitution: replacement of a previous word.
- Source text: the original text from a translation is done into another language, often abbreviated as ST.
- Target text: the finished product of a translated text, often abbreviated as TT.
- Word-for-word: being in or following the exact words.
- Translation: a rendering from one language into another.
- Hermeneutic: the study of the methodological principles of interpretation.
- Equivalence: the similarity between a word (or expression) in one language and its translation in another.
- Semantics: the branch of linguistics that deals with the meanings of words and sentences.
- Class shift: deals with the changing of word classes in the source language to the target language.
- Language unit: one of the natural units into which linguistic messages can be analyzed.

IV. TYPE OF STUDY

The type of study chosen was qualitative descriptive. According to Sampieri (2014), the qualitative approach uses data collection and analysis to refine research questions or reveal new questions in the interpretation process. And descriptive studies seek to describe a phenomenon and its characteristics. Based on this, the research focused on a descriptive analysis of the informational, structural, and social dimensions of the discourse found in the English and Spanish versions of *Animal Farm* to evaluate the level of equivalence between them.

V. RESEARCH DESIGN

The research design chosen for this study was a non-experimental cross-sectional one. According to Johnson and Christensen (2019), in non-experimental research, the independent variable is not manipulated and there is no random assignment to groups. And cross-sectional research collects data at a single point in time or during a single time period. This research design was selected since the phenomenon was studied without manipulating or altering given conditions, and the data was collected only once.

VI. POPULATION AND SAMPLE

A. Population

The population is the ensemble of all cases that match certain specifications (Sampieri, 2014). The population data chosen for this study was George Orwell's book *Animal Farm* and all its translations into Spanish. The investigators chose the book *Animal Farm* because it is considered a must-read book, as it is one of the classic stories of modern English fiction. It is an outstanding political allegory novel that satirizes the totalitarianism of one of the biggest forces in the world at the time: the Soviet Union. Moreover, this critique of *Animal Farm* transcends its initial purpose and is read today as a critique of all totalitarianism and the use and abuse of political power.

B. Sample

Convenience Sampling

Since the research was conducted online, researchers sought samples that were accessible to them. Therefore, they selected the convenience sampling type, which consists of selecting the population and sample based on ready availability (Brown, 2010). For this research, the samples selected were the e-book versions of *Animal Farm* by George Orwell, from pages 1 to 48, and *Rebelión en la Granja* translated to Spanish by Rafael Abella in 2006, from page 4 to page 127. They were selected because the online English and Spanish versions of the book were freely available online, so this gave freedom to analyze the translation and have the original source handy.

VII. DATA GATHERING PROCESS

A. Research Technique

The research technique used in this study was the discourse analysis technique, which is used to study written or spoken language in relation to its social context (Luo, 2019). The steps that the researchers followed to select the content that was analyzed were to gather the information, analyze the content and revise the results. The investigators used the e-book versions of *Animal Farm* by George Orwell and *Rebelión en la Granja* translated to Spanish by Rafael Abella in 2006.

B. Research Instrument

The research instruments used in this study were tables where chunks of sample discourse were classified, analyzed, and summarized, having as a framework the informational and social dimensions of discourse analysis. In the case of the structural dimension, the instruments used to classify and analyze the data were parse trees or concrete syntax trees.

C. Data Gathering Plan

The researchers selected first the focus of the study and then gathered all the qualitative data relevant to the study. In this case, representative chunks of discourse, from the e-book version of the book *Animal Farm* by George Orwell, from pages 1 to 48 and the Spanish translated version, *Rebelión en la Granja* by Rafael Abella, from page 4 to page 127. Both versions were downloaded using the browser Google Chrome.

VIII. DATA ANALYSIS

A. Data Analysis Plan

The researchers analyzed the information in the following steps:

- 1) *Target orientation*: First, the analysts selected the target or focus of the study and the ways by which they will analyze and interpret data after collecting the information. They defined the research question and selected the content of the analysis to then generate more specific questions or hypotheses.
- 2) *Significance of data*: Gathered information and theory on the context, conducted a literature review on the topic, and constructed a theoretical framework to guide the analysis. Once all the relevant information was collected, the researchers examined the value of the collected data; especially those which came from more than one source.
- 3) *Interpretation of the data*: This step involved the close examination of various elements of the material, such as words, sentences, paragraphs, and overall structure, and relating them to attributes, themes, and patterns relevant to the research question.
- 4) *Analysis of the findings*: Finally, the researchers undertook the mechanical process of analyzing, interpreting, and summarizing the data collected. On the basis of the analysis of the information, the findings were summarized and concluded.

B. Analysis by Dimension

1. Informational Dimension

The informational dimension has single words as the central unit of analysis. In this dimension, the researchers focused on analyzing the eight parts of speech in respect of variation, frequency, and reiteration of words found in both the English and Spanish versions of the book *Animal Farm*, from chapters 1 to 10. The investigators listed at the end the most outstanding changes that the translator, Rafael Abella, made.

Table 1: Chapter 1

Page / line	ST	Part of speech	Page / line	TT	Part of speech
1 / 2	to	Preposition	30 / 3	que	Conjunction
1 / 6	all through	Preposition	30 / 9	en toda	Adverb
1 / 27	intelligence	Noun	31 / 38	inteligente	Adjective
1 / 27	universally	Adverb	31 / 39	todos	Noun
1 / 27	for	Preposition	31 / 39	dada	Adjective
1 / 29	tempered	Adjective	31 / 42	genio	Noun
1 / 30	no	Adverb	31 / 42	ni	Conjunction
1 / 34	devoted	Adjective	31 / 48	afecto	Noun
2 / 52	life	Noun	32 / 73	vivido	Verb
2 / 52	thought	Noun	32 / 74	meditar	Verb
2 / 55	now	Adverb	32 / 78	veamos	Verb
2 / 58	usefulness	Noun	32 / 83	servimos	Verb
2 / 63	dwell	Verb	32 / 90	habitantes	Noun
2 / 65	single	Adjective	33 / 94	solamente	Adverb
2 / 73	fast	Adverb	33 / 107	velocidad	Noun
3 / 98	overthrow	Noun	34 / 142	derrocar	Verb
3 / 103	victorious	Adjective	34 / 150	victoria	Noun
3 / 105	astray	Adverb	34 / 152	desviar	Verb
3 / 106	prosperity	Noun	35 / 154	también	Adverb
4 / 129	reminded	Verb	36 / 189	memoria	Noun

4 / 133	certain	Adjective	36 / 195	certeza	Noun
4 / 150	rust	Verb	36 / 213	herrumbre	Noun
4 / 152	riches	Noun	37 / 214	ricos	Adjective
4 / 159	free	Adjective	37 / 219	libertad	Noun
5 / 181	asleep	Adjective	38 / 244	durmiendo	Verb

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 1-5. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 30-38. Copyright 2006 by Booket.

Table 1.1: Chapter 1

Parts of Speech	ST	%	TT	%
Noun	7	28.00%	10	40.00%
Verb	3	12.00%	7	28.00%
Adjective	7	28.00%	3	12.00%
Adverb	5	20.00%	3	12.00%
Preposition	3	12.00%	0	0.00%
Conjunction	0	0.00%	2	8.00%
Pronoun	0	0.00%	0	0.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 1-5. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 30-38. Copyright 2006 by Booket..

In this chapter, 25 words underwent a class shift. In the case of the source text, the parts of speech most subjected to class shift were nouns and adjectives, with a percentage of 28.00%. And in the case of the target text, nouns were the category most shifted into, with a percentage of 40.00%. In particular, the most common class shift was from adjective to noun. Moreover, the parts of speech that were shifted the least were prepositions, pronouns, conjunctions, and interjections in both source and target text.

Table 2: Chapter 2

Page / line	ST	Part of speech	Page / line	TT	Part of speech
5 / 1	sleep	Noun	39 / 2	dormía	Verb
5 / 10	sale	Noun	39 / 15	vender	Verb
6 / 20	asleep	Adjective	40 / 30	dormía	Verb
6 / 33	devoted	Adjective	40 / 49	gustan	Verb
6 / 43	work	Verb	41 / 64	trabajo	Noun
7 / 63	evening	Noun	42 / 91	al anochecer	Adverb
7 / 69	butted	Verb	42 / 101	empellones	Noun
7 / 69	kicked	Verb	42 / 101	patadas	Noun
7 / 73	trying	Verb	42 / 106	conato	Noun
7 / 73	defend	Verb	42 / 106	defensa	Noun
7 / 83	body	Noun	42 / 120	juntos	Adjective
8 / 125	unanimous	Adjective	44 / 181	unanimidad	Noun
8 / 125	resolution	Noun	44 / 181	resolvió	Verb
9 / 163	lowing	Noun	46 / 232	mugir	Verb
9 / 172	tropped	Verb	47 / 247	en tropel	Adverb

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 5-9. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 39-47. Copyright 2006 by Booket.

Table 2.1: Chapter 2

Parts of Speech	ST	%	TT	%
Noun	6	40.00%	6	40.00%
Verb	6	40.00%	6	40.00%
Adjective	3	20.00%	1	6.67%
Adverb	0	0.00%	2	13.33%
Preposition	0	0.00%	0	0.00%
Conjunction	0	0.00%	0	0.00%
Pronoun	0	0.00%	0	0.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, Orwell, G., 1945, pp. 5-9. Copyright 2014 by Adelaide. *Rebelión en la granja*, Orwell, G., 2006, (R. Abella, Trans.), pp. 39-47. Copyright 2006 by Booket.

In this chapter, 15 words underwent a class shift. In the case of the source text, the parts of speech most subjected to class shift were nouns and verbs, both with a percentage of 40.00%. And in the case of the target text, nouns and verbs were also the categories most shifted into, both with a percentage of 40.00%. So the most common class shift was from verb to noun. Moreover, the parts of speech that were shifted the least were the function words in both the source and target text.

Table 3: Chapter 3

Page / line	ST	Part of speech	Page / line	TT	Part of speech
10 / 9	harness	Verb	48 / 14	atalajes	Noun
10 / 15	in	Preposition	48 / 21	invirtiendo	Verb
10 / 20	possible	Adjective	49 / 29	podrían	Verb
10 / 22	grudging	Adjective	49 / 32	de mala gana	Adverb
10 / 22	with	Preposition	49 / 32	como	Conjunction
10 / 23	gone	Adjective	49 / 32	no estaban	Verb
10 / 23	eat	Verb	49 / 33	comida	Noun
10 / 23	inexperienced	Adjective	49 / 34	inexperiencia	Noun
10 / 23	though	Adverb	49 / 34	a pesar de	Preposition
10 / 26	breath	Noun	49 / 37	soplando	Verb
10 / 27	admiration	Noun	49 / 38	admiraban	Verb
10 / 30	arrangement	Noun	49 / 42	acordado	Verb
10 / 32	at	Preposition	49 / 44	donde	Adverb
10 / 32	needed	Adjective	49 / 44	falta	Noun
10 / 34	his	Pronoun	49 / 47	un	Adjective
10 / 41	her	Pronoun	49 / 59	el	Adjective
10 / 42	cat	Noun	49 / 61	la	Pronoun
10 / 43	on end	Adverb	49 / 62	enteras	Adjective

10 / 47	slow	Adjective	50 / 67	lentitud	Noun
10 / 47	obstinate	Adjective	50 / 67	obstinación	Noun
10 / 50	only	Adverb	50 / 72	limitaba	Verb
10 / 51	this	Pronoun	50 / 74	tan	Adverb
10 / 52	work	Noun	50 / 75	trabajaba	Verb
10 / 53	hoisting	Noun	50 / 77	izaba	Verb
11 / 55	it	Pronoun	50 / 80	superficie	Noun
11 / 58	hoisting	Noun	50 / 85	izar	Verb
11 / 59	trooped	Verb	50 / 86	en tropel	Adverb
11 / 59	for	Preposition	50 / 86	donde	Adverb
11 / 65	oppose	Verb	51 / 94	en contra	Adverb
11 / 80	active	Adjective	51 / 115	actuó	Verb
11 / 85	literate	Adjective	52 / 123	instrucción	Noun
11 / 86	read	Verb	52 / 124	lectura	Noun
11 / 87	interested	Adjective	52 / 125	interesaba	Verb
11 / 87	except	Preposition	52 / 125	que	Pronoun
11 / 88	read	Verb	52 / 127	lecturas	Noun
11 / 98	his	Pronoun	52 / 139	la	Adjective
11 / 99	neatly	Adverb	52 / 141	pulcritud	Noun
12 / 102	animals	Noun	52 / 145	los	Pronoun
12 / 103	thought	Noun	52 / 147	meditar	Verb
12 / 104	good	Adjective	52 / 149	sí	Adverb
12 / 105	bad	Adjective	52 / 149	no	Adverb
12 / 106	objected	Verb	52 / 152	objeciones	Noun
12 / 110	distinguishing	Adjective	52 / 157	distingue	Verb
12 / 113	all	Adjective	52 / 160	hasta	Adverb
12 / 113	good	Adjective	52 / 162	sí	Adverb
12 / 114	bad	Adjective	52 / 162	no	Adverb
12 / 116	liking	Noun	52 / 164	encantó	Verb
12 / 116	lay	Verb	52 / 166	tendidas	Adjective
12 / 117	all	Adjective	52 / 166	hasta	Adverb

12 / 117	good	Adjective	52 / 166	sí	Adverb
12 / 118	on end	Adverb	52 / 167	enteras	Adjective
12 / 119	interest	Noun	52 / 168	interesó	Verb
12 / 134	dislike	Verb	54 / 192	aversión	Noun
12 / 134	myself	Pronoun	54 / 192	personalmente	Adverb
12 / 141	pleadingly	Adverb	54 / 202	suplicante	Adjective
12 / 142	come back	Verb	54 / 204	vuelta	Noun
12 / 144	back	Adverb	54 / 206	vuelta	Noun

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 9-13. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 48-54. Copyright 2006 by Booket.

Table 3.1: Chapter 3

Parts of Speech	ST	%	TT	%
Noun	11	19.30%	15	26.32%
Verb	10	17.54%	16	28.07%
Adjective	18	31.58%	7	12.28%
Adverb	7	12.28%	14	24.56%
Preposition	5	8.77%	1	1.75%
Conjunction	0	0.00%	1	1.75%
Pronoun	6	10.53%	3	5.26%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 9-13. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 48-54. Copyright 2006 by Booket.

In this chapter, 57 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift was adjectives, with a percentage of 31.58%. And in the case of the target text, verbs were the category most shifted into, with a percentage of 28.07%. Therefore, the most common class shift was from noun to verb. Moreover, the parts of speech that were shifted the least were conjunctions and interjections in both source and target text.

Table 4: Chapter 4

Page / line	ST	Part of speech	Page / line	TT	Part of speech
13 / 10	lucky	Adjective	55 / 14	suerte	Noun
13 / 16	lawsuits	Noun	55 / 24	pleiteando	Verb
13 / 20	it	Pronoun	56 / 29	acontecimiento	Noun
13 / 26	their	Adjective	56 / 37	de	Preposition
13 / 39	rubbish	Noun	56 / 58	algo	Pronoun
13 / 40	flogging	Noun	56 / 59	azotaba	Verb
14 / 46	excitement	Noun	57 / 67	excitada	Adjective
14 / 49	recapture	Noun	57 / 73	reconquistar	Verb
14 / 58	intended	Verb	57 / 87	con el propósito	Adverb
14 / 64	retreat	Noun	58 / 95	retirarse	Verb
14 / 69	Jones	Noun	58 / 104	Éste	Pronoun
14 / 72	Jones	Noun	58 / 107	que	Pronoun
14 / 72	his	Pronoun	58 / 108	la	Adjective
14 / 85	his	Pronoun	59 / 127	la	Adjective
15 / 94	missing	Adjective	59 / 139	faltaba	Verb
15 / 100	excitement	Noun	59 / 147	exaltados	Adjective
15 / 111	called	Verb	60 / 164	nombre	Noun

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 13-15. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 55-60. Copyright 2006 by Booket.

Table 4.1: Chapter 4

Parts of Speech	ST	%	TT	%
Noun	9	52.94%	3	17.65%
Verb	2	11.76%	5	29.41%
Adjective	3	17.65%	4	23.53%
Adverb	0	0.00%	1	5.88%
Preposition	0	0.00%	1	5.88%
Conjunction	0	0.00%	0	0.00%

Pronoun	3	17.65%	3	17.65%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 13-15. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 55-60. Copyright 2006 by Booket.

In this chapter, 17 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift were nouns, with a percentage of 52.94%. And in the case of the target text, verbs were the category most shifted into, with a percentage of 29.41%. In particular, the most common class shift was from noun to verb. Moreover, the parts of speech that were shifted the least were adverbs, prepositions, conjunctions, and interjections in both source and target text.

Table 5: Chapter 5

Page / line	ST	Part of speech	Page / line	TT	Part of speech
15 / 1	every	Adjective	61 / 2	por	Preposition
15 / 2	excused	Verb	61 / 3	pretexto	Noun
15 / 4	and	Conjunction	61 / 5	para	Preposition
15 / 4	stand	Verb	61 / 6	parada	Adjective
15 / 4	foolishly	Adverb	61 / 6	boba	Noun
16 / 14	prance	Verb	61 / 17	cabriolas	Noun
16 / 19	galloped	Verb	61 / 21	al galope	Adverb
16 / 20	thought	Noun	61 / 23	algo	Pronoun
16 / 27	her	Pronoun	62 / 33	de Mollie	Noun
16 / 28	her	Pronoun	62 / 34	las	Adjective
16 / 29	ever again	Adverb	62 / 36	volvió a	Verb
16 / 36	disagreed	Verb	62 / 45	en desacuerdo	Adverb
16 / 37	certain	Adjective	62 / 47	con toda seguridad	Adverb
16 / 43	good	Adjective	62 / 56	sí	Adverb
16 / 43	bad	Adjective	62 / 56	no	Adverb

16 / 45	Snowball	Noun	62 / 57	Éste	Pronoun
16 / 50	cartage	Noun	63 / 64	transportarlo	Verb
17 / 56	light	Verb	63 / 73	luz	Noun

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 15-20. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 61-70. Copyright 2006 by Booket.

Table 5.1: Chapter 5

Parts of Speech	ST	%	TT	%
Noun	3	16.67%	5	27.78%
Verb	6	33.33%	2	11.11%
Adjective	4	22.22%	2	11.11%
Adverb	2	11.11%	5	27.78%
Preposition	0	0.00%	2	11.11%
Conjunction	1	5.56%	0	0.00%
Pronoun	2	11.11%	2	11.11%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 15-20. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 61-70. Copyright 2006 by Booket.

In this chapter, 18 words underwent a class shift. In the case of the source text, verbs were the part of speech most shifted into, with a percentage of 33.33%. And in the case of the target text, the categories most subjected to class shift were nouns and adverbs, both with a percentage of 27.78%. So the most common class shift was from verb to noun. Moreover, the parts of speech that were shifted the least were prepositions, conjunctions, and interjections in both source and target text.

Table 6: Chapter 6

Page / line	ST	Part of speech	Page / line	TT	Part of speech
20 / 10	early	Adjective	71 / 12	principio	Noun

20 / 20	early	Adjective	71 / 13	tiempo	Noun
20 / 10	ploughing	Noun	71 / 12	arar	Verb
20 / 13	so that	Conjunction	71 / 16	modo	Noun
20 / 14	building	Verb	71 / 17	construcción	Noun
20 / 15	seemed	Verb	71 / 20	aparentemente	Adverb
20 / 18	used	Adjective	71 / 25	usarlas	Verb
21 / 22	below	Preposition	72 / 32	fondo	Noun
21 / 23	transporting	Noun	72 / 33	transportar	Verb
21 / 24	single	Adjective	72 / 36	una	Noun
21 / 25	late	Adjective	72 / 37	fines	Noun
21 / 31	despair	Noun	72 / 46	desesperados	Adjective
21 / 34	sweat	Noun	72 / 50	sudorosos	Adjective
21 / 41	throughout	Preposition	73 / 60	todo	Noun
21 / 46	weeding	Noun	73 / 68	extirpar	Verb
21 / 53	able	Adjective	73 / 79	podía	Verb
21 / 54	necessary	Adjective	73 / 86	falta	Noun
21 / 60	conscious	Adjective	74 / 94	presos	Noun
22 / 68	promptly	Adverb	74 / 102	inmediato	Noun
22 / 69	usual	Adjective	74 / 103	costumbre	Noun
22 / 69	good	Adjective	74 / 103	sí	Adverb
22 / 69	bad	Adjective	74 / 103	no	Adverb
22 / 79	against	Preposition	74 / 117	prohibiendo	Verb
22 / 81	doubtful	Adjective	74 / 120	dudas	Noun
22 / 91	partly	Adverb	75 / 134	parte	Noun
22 / 94	indeed	Adverb	75 / 137	contrario	Noun
22 / 97	stand up	Verb	75 / 142	pie	Noun
22 / 101	championship	Noun	75 / 148	apoyar	Verb
22 / 111	case	Noun	76 / 161	así	Adverb
22 / 112	for	Preposition	76 / 164	porque	Conjunction
22 / 113	late	Adjective	76 / 165	últimamente	Adverb
23 / 116	with	Preposition	76 / 170	repitiendo	Verb

23 / 140	by	Preposition	77 / 203	cuando	Adverb
23 / 143	harder	Adjective	77 / 208	duramente	Adverb
23 / 152	finally	Adverb	78 / 222	y	Conjunction
24 / 160	ahead	Adverb	78 / 233	cabeza	Noun
24 / 162	first	Adjective	78 / 237	principio	Noun
24 / 180	came	Verb	79 / 262	procedente	Adjective

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 20-24. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 71-79. Copyright 2006 by Booket.

Table 6.1: Chapter 6

Parts of Speech	ST	%	TT	%
Noun	7	18.42%	18	47.37%
Verb	4	10.53%	8	21.05%
Adjective	15	39.47%	3	7.89%
Adverb	5	13.16%	7	18.42%
Preposition	6	15.79%	0	0.00%
Conjunction	1	2.63%	2	5.26%
Pronoun	0	0.00%	0	0.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 20-24. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 71-79. Copyright 2006 by Booket.

In this chapter, 38 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift was the adjective, with a percentage of 42.11%. And in the case of the target text, nouns were the category most shifted into, with a percentage of 47.37%. In particular, the most common class shift was from adjective to noun. Moreover, the parts of speech that were shifted the least were conjunctions, pronouns, and interjections in the source text; and prepositions, pronouns, and interjections in the target text.

Table 7: Chapter 7

Page / line	ST	Part of speech	Page / line	TT	Part of speech
24 / 8	case	Noun	80 / 11	cierto	Adjective
25 / 13	cold	Adjective	80 / 17	frío	Noun
25 / 13	hungry	Adjective	80 / 18	hambre	Noun
25 / 14	on	Preposition	80 / 20	referente	Adjective
25 / 16	harder	Adjective	80 / 22	más	Adverb
25 / 19	frosted	Adjective	80 / 26	heló	Verb
25 / 45	week	Noun	82 / 64	semanales	Adjective
25 / 46	easier	Adjective	82 / 67	mejorase	Verb
25 / 47	earlier	Adjective	82 / 69	anterioridad	Noun
25 / 61	seen	Verb	82 / 89	señales	Noun
25 / 61	hiding	Verb	82 / 90	oculto	Adjective
26 / 93	together	Adverb	84 / 136	juntos	Noun
27 / 106	before	Adverb	85 / 154	tardaron	Verb
27 / 107	ahead	Adverb	85 / 156	encabezando	Verb
27 / 119	writing	Noun	85 / 177	escrito	Verb
27 / 137	right	Adjective	86 / 205	así	Adverb
27 / 155	death	Noun	87 / 132	matarlo	Verb
27 / 179	over	Adjective	88 / 164	terminó	Verb
28 / 202	spring	Noun	89 / 196	primaveral	Adjective

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 24-30. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 80-91. Copyright 2006 by Booket.

Table 7.1: Chapter 7

Parts of Speech	ST	%	TT	%
Noun	5	26.32%	5	26.32%
Verb	2	10.53%	7	36.84%
Adjective	8	42.11%	5	26.32%
Adverb	3	15.79%	2	10.53%

Preposition	1	5.26%	0	0.00%
Conjunction	0	0.00%	0	0.00%
Pronoun	0	0.00%	0	0.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 24-30. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 80-91. Copyright 2006 by Booket.

In this chapter, 19 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift was the adjective, with a percentage of 42.11%. And in the case of the target text, verbs were the category most shifted into, with a percentage of 36.84%. In particular, the most common class shifts were from noun to adjective, adjective to noun, and adjective to verb. Moreover, the parts of speech that were shifted the least were conjunctions, pronouns, and interjections in the source text; and, prepositions, conjunctions, pronouns, and interjections in the target text.

Table 8: Chapter 8

Page / line	ST	Part of speech	Page / line	TT	Part of speech
30 / 6	usual	Adverb	92 / 8	costumbre	Noun
30 / 6	such	Adverb	92 / 9	esos	Adjective
30 / 11	harder	Adjective	92 / 16	duramente	Adverb
30 / 19	clearly	Adverb	92 / 26	claridad	Noun
31 / 43	follows	Verb	93 / 59	así	Adverb
31 / 49	like	Preposition	93 / 64	cuál	Pronoun
32 / 78	he	Pronoun	95 / 95	líder	Noun
32 / 85	stronger	Adjective	95 / 107	aumento	Noun
32 / 89	about	Preposition	95 / 112	respecto	Noun
32 / 91	fight	Verb	95 / 115	riñas	Noun
32 / 98	beneath	Preposition	96 / 127	incompatible	Adjective
33 / 101	favour	Adjective	96 / 131	reemplazándolo	Verb
33 / 119	thick	Adjective	97 / 156	espesor	Noun

33 / 131	secret	Noun	97 / 172	secretamente	Adverb
33 / 144	Frederick	Noun	98 / 191	éste	Pronoun
34 / 152	neatly	Adverb	98 / 205	esmero	Noun
34 / 155	racing	Verb	98 / 212	velocidad	Noun
34 / 159	nothing	Pronoun	99 / 217	gratis	Adjective
35 / 224	from	Preposition	102 / 313	procediendo	Verb
36 / 255	occupied	Adjective	103 / 354	ocupó	Verb

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 30-37. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 92-105. Copyright 2006 by Booket.

Table 8.1: Chapter 8

Parts of Speech	ST	%	TT	%
Noun	2	10.00%	9	45.00%
Verb	3	15.00%	3	15.00%
Adjective	5	25.00%	3	15.00%
Adverb	4	20.00%	3	15.00%
Preposition	4	20.00%	0	0.00%
Conjunction	0	0.00%	0	0.00%
Pronoun	2	10.00%	2	10.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 30-37. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 92-105. Copyright 2006 by Booket.

In this chapter, 20 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift was the adjective, with a percentage of 25.00%. And in the case of the target text, nouns were the category most shifted into, with a percentage of 45.00%. In particular, the most common class shift was from adverbs to nouns. Moreover, the parts of speech that were shifted the least were conjunctions and interjections in the source text; and, prepositions, conjunctions, and interjections in the target text.

Table 9: Chapter 9

Page / line	ST	Part of speech	Page / line	TT	Part of speech
36 / 3	pain	Noun	106 / 5	dolorido	Adjective
36 / 6	last	Verb	106 / 9	eterno	Adjective
36 / 8	retirement	Noun	106 / 11	retirarse	Verb
37/ 32	asleep	Adjective	107 / 46	dormían	Verb
38/ 50	fat	Adjective	108 / 61	engordar	Verb
37 / 56	comfortable	Adjective	108 / 79	gusto	Noun
37 / 60	hungrily	Adverb	108 / 85	hambriento	Adjective
38 / 88	unanimously	Adverb	110 / 125	unanimidad	Noun
38 / 94	live	Adjective	110 / 132	viva	Verb
39 / 108	not	Adverb	111 / 154	sin	Preposition
39 / 110	harder	Adjective	111 / 156	más	Adverb
40 / 118	about	Preposition	111 / 183	aproximadament e	Adverb
40 / 143	concern	Noun	112 / 202	alarmado	Adjective
40 / 150	somewhat	Adverb	112 / 213	poco	Adjective
40 / 161	working	Adjective	113 / 240	trabajo	Noun
41 / 189	uncertain	Adjective	114 / 278	supo	Verb
42 / 214	actually	Adverb	115 / 278	realidad	Noun
42 / 216	indignantly	Adverb	115 / 280	indignado	Noun

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 37-42. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 106-116. Copyright 2006 by Booket.

Table 9.1: Chapter 9

Parts of Speech	ST	%	TT	%
Noun	3	16.67%	5	27.78%
Verb	1	5.56%	5	27.78%
Adjective	7	38.89%	5	27.78%
Adverb	6	33.33%	2	11.11%

Preposition	1	5.56%	1	5.56%
Conjunction	0	0.00%	0	0.00%
Pronoun	0	0.00%	0	0.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 37-42. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 106-116. Copyright 2006 by Booket.

In this chapter, 18 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift was the adjective, with a percentage of 38.89%. And in the case of the target text, nouns, verbs, and adjectives were the category most shifted into, with each a percentage of 27.78%. In particular, the most common class shift was from adjectives to verbs. Moreover, the parts of speech that were shifted the least were conjunctions, pronouns, and interjections in the source text; and, conjunctions, pronouns, and interjections in the target text.

Table 10: Chapter 10

Page / line	ST	Part of speech	Page / line	TT	Part of speech
43 / 3	number	Noun	117 / 5	algunos	Adjective
43 / 8	talk	Noun	117 / 13	hablaba	Verb
43 / 27	hard	Adjective	117 / 40	mucho	Adverb
43 / 33	richer	Adjective	118 / 49	enriquecido	Verb
43 / 34	partly	Adverb	118 / 50	parte	Noun
43 / 36	endless	Adjective	118 / 53	sinfin	Noun
44 / 46	hungry	Adjective	119 / 66	hambre	Noun
44 / 63	old	Adjective	120 / 92	antaño	Adverb
44 / 67	believed	Verb	120 / 97	aspiración	Noun
44 / 72	hungry	Adjective	120 / 106	hambre	Noun
45 / 95	successfully	Adverb	121 / 135	éxito	Noun
45 / 99	deadly	Adjective	121 / 141	muerte	Noun
46 / 138	meeting	Verb	123 / 193	reunidos	Adjective

47 / 191	credited	Adjective	125 / 267	atribuyó	Verb
47 / 195	jointly	Adverb	125 / 273	conjunto	Noun
48 / 219	end	Noun	127 / 306	finalizados	Adjective
48 / 221	short	Adjective	127 / 310	bruscamente	Adverb

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 43-48. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 117-127. Copyright 2006 by Booket.

Table 10.1: Chapter 10

Parts of Speech	ST	%	TT	%
Noun	3	17.65%	8	47.06%
Verb	2	11.76%	3	17.65%
Adjective	9	52.94%	3	17.65%
Adverb	3	17.65%	3	17.65%
Preposition	0	0.00%	0	0.00%
Conjunction	0	0.00%	0	0.00%
Pronoun	0	0.00%	0	0.00%
Interjection	0	0.00%	0	0.00%

Note. From *Animal Farm*, by Orwell, G., 1945, pp. 43-48. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.), pp. 117-127. Copyright 2006 by Booket.

In this chapter, 17 words underwent a class shift. In the case of the source text, the part of speech most subjected to class shift was the adjective, with a percentage of 52.94%. And in the case of the target text, nouns were the category most shifted into, with a percentage of 47.06%. In particular, the most common class shift was from adjectives to nouns. Moreover, the parts of speech that were shifted the least were prepositions, conjunctions, pronouns, and interjections in the source text; and, prepositions, conjunctions, pronouns, and interjections in the target text.

Findings:

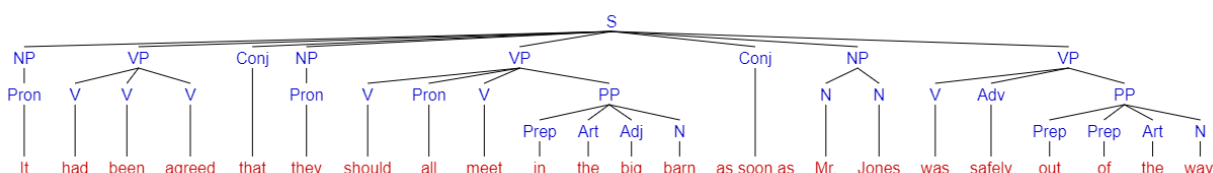
- Adjectives were the part of speech that shifted the most when translated into Spanish.
- Nouns were the part of speech most shifted into when translated into Spanish.
- Interjections did not shift class either in the target or source text.
- The most common class shift was from adjective to noun.
- In total, 244 words shifted class in the target text.
- Chapter 3 was the chapter with the most class shifts.
- Chapter 2 was the chapter with the least class shifts.
- Content words were the group that shifted the most, with a total of 209 words.
- Function words were the group that shifted the least, with a total of 35 words.

2. Structural Dimension

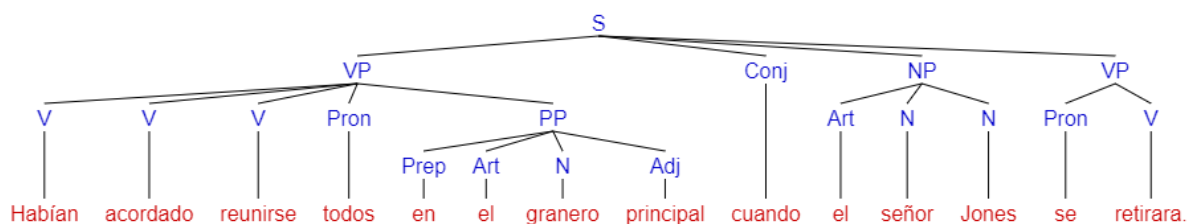
The structural or textual dimension analyzes any variation in the deep and surface structure of sentences from both the source text (ST) and target text (TT) in the English and Spanish versions of the book *Animal Farm*. A syntactic analysis was realized to show if there were any changes the translator, Rafael Abella, went through when translating simple, compound, or complex sentences from English to Spanish. Both parts of speech and syntax were considered for the analysis.

Chapter 1

ST1: It had been agreed that they should all meet in the big barn as soon as Mr. Jones was safely out of the way.

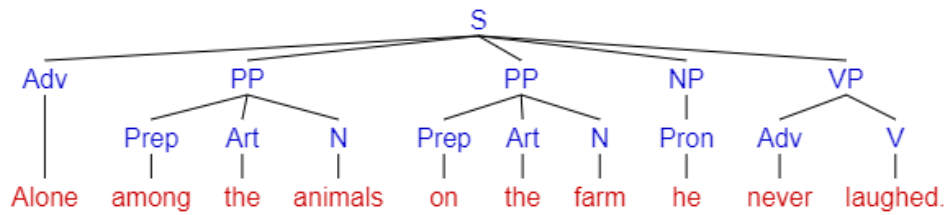


TT1: Habían acordado reunirse todos en el granero principal cuando el señor Jones se retirara.

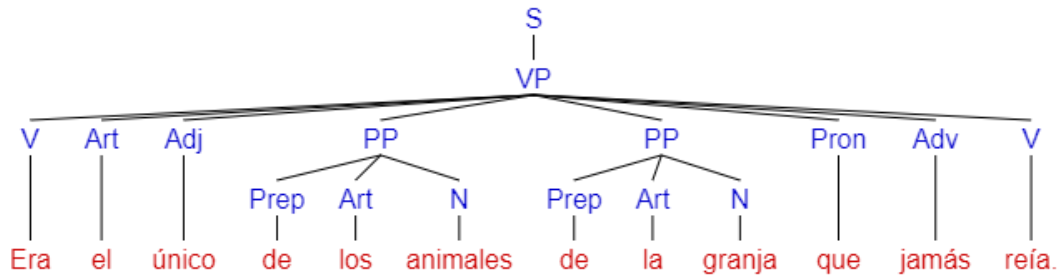


In these sentences, the deep structure did not suffer any change. In the case of the surface structure, the main variations were that the target text has a tacit subject, and the first conjunction in ST was removed from the TT. Also, the prepositional phrase “out of the way” in the ST was removed in the TT.

ST2: Alone among the animals on the farm he never laughed.

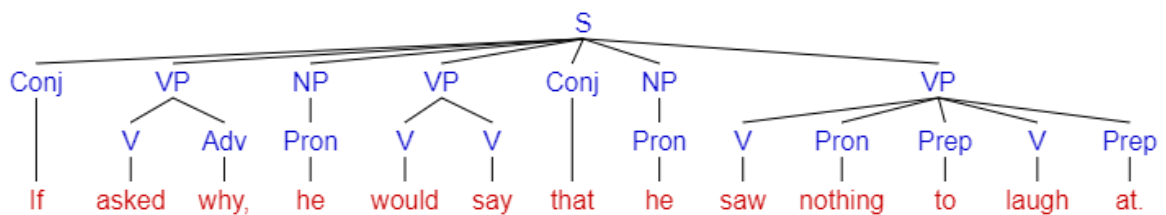


TT2: Era el único de los animales de la granja que jamás reía.

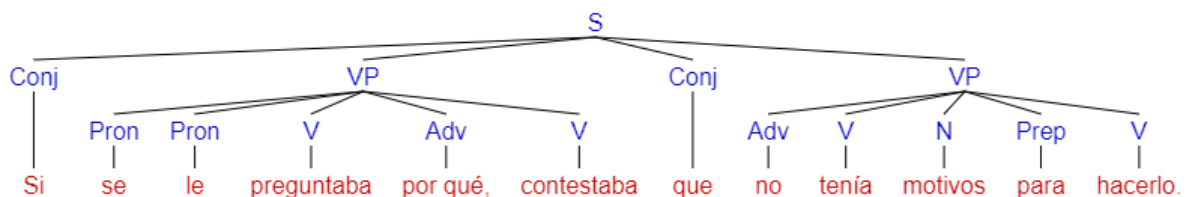


In these sentences, the subject became tacit in the TT, and the whole sentence turned into a verbal phrase. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST3: If asked why, he would say that he saw nothing to laugh at.



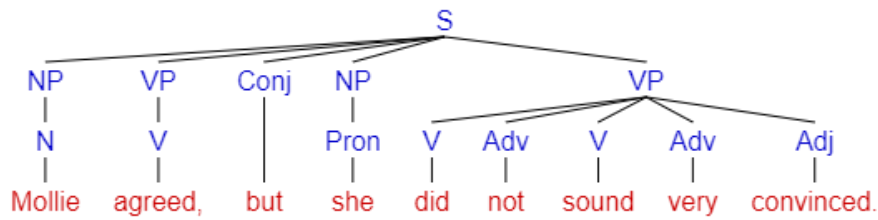
TT3: Si se preguntaba por qué, contestaba que no tenía motivos para hacerlo.



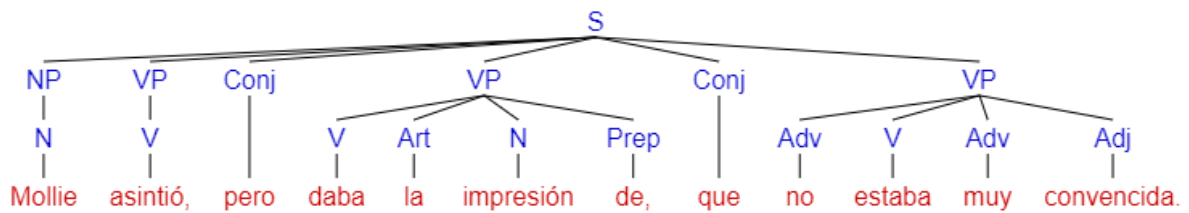
In these sentences, the subject "he" became tacit in the TT. Although there was a change in the surface structure, the deep structure of the sentence did not change.

Chapter 2

ST4: Mollie agreed, but she did not sound very convinced.

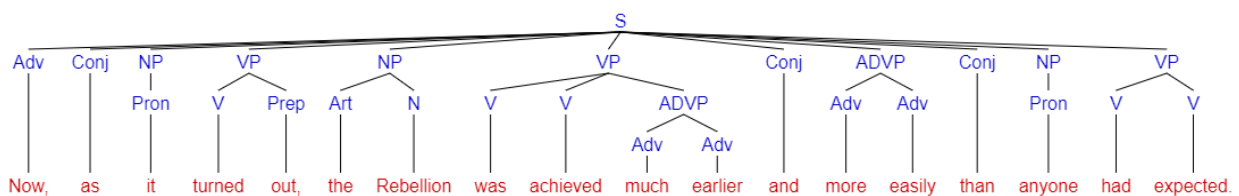


TT4: Mollie asintió, pero daba la impresión de que no estaba muy convencida.

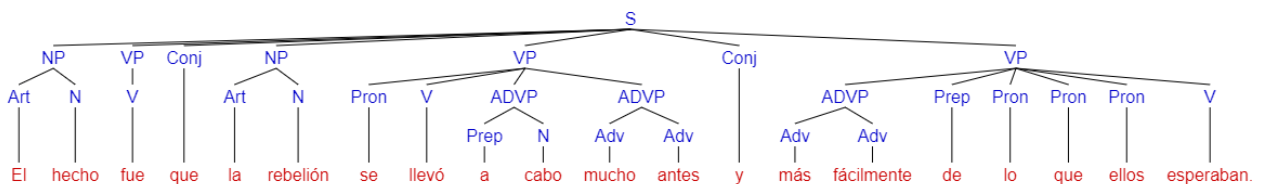


In these sentences, the verbal phrase “daba la impresión de” and the conjunction “que” were added in the TT, despite not being in the ST. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST5: Now, as it turned out, the Rebellion was achieved much earlier and more easily than anyone had expected.

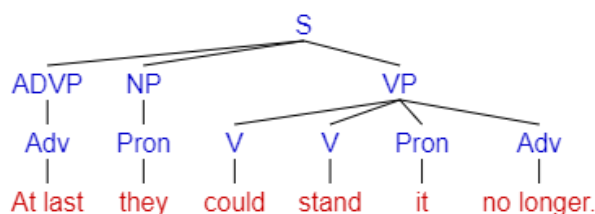


TT5: El hecho fue que la rebelión se llevó a cabo mucho antes y más fácilmente de lo que ellos esperaban.

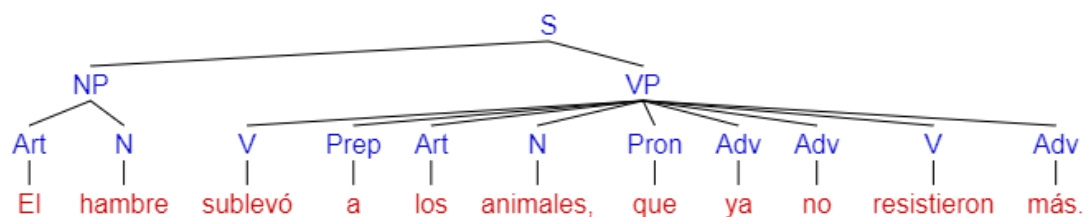


In these sentences, the deep structure did not suffer any change. In the case of the surface structure, the adverb “now” in the ST disappeared in the TT. Also, the conjunction “than” in the ST was replaced with the relative pronoun “que” in the TT.

ST6: At last they could stand it no longer.



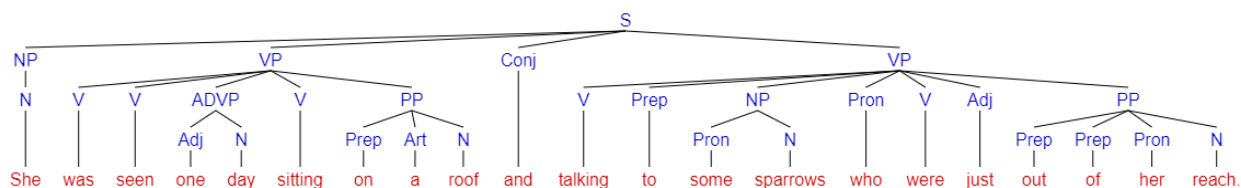
TT6: El hambre sublevó a los animales, que ya no resistieron más



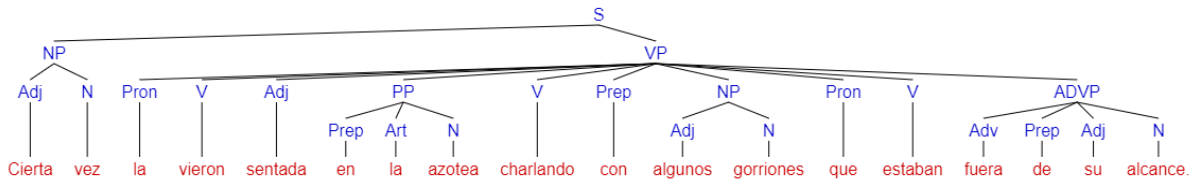
In these sentences, the surface structure underwent some changes, like the adverbial phrase “at last” in the ST was deleted in the TT. Also, the noun phrase “El hambre” and the verb “sublevó” were added in the TT. Despite the added extra words in the TT, the deep structure did not change.

Chapter 3

ST7: She was seen one day sitting on a roof and talking to some sparrows who were just out of her reach.

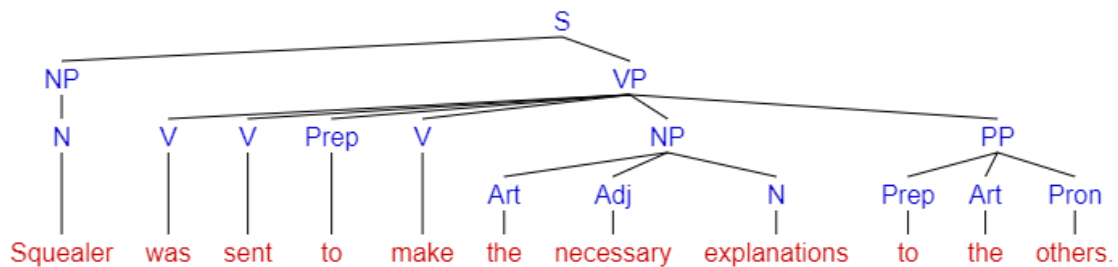


TT7: Cierta vez la vieron sentada en la azotea charlando con algunos gorriones que estaban fuera de su alcance.

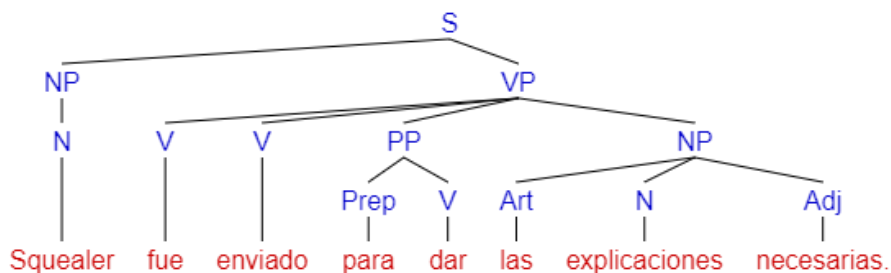


In these sentences, the conjunction “and” along with the adjective “just” from the ST were deleted in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST8: Squealer was sent to make the necessary explanations to the others.

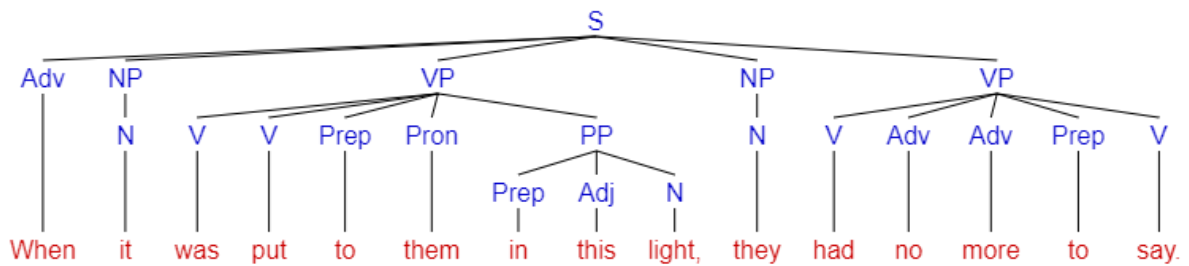


TT8: Squealer fue enviado para dar las explicaciones necesarias.

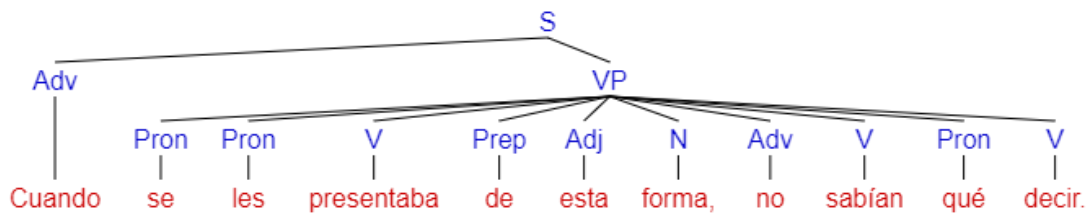


In these sentences, the deep structure did not suffer any change. And the surface structure was maintained very well, with the exception of the prepositional phrase “to the others” from the ST, which was completely deleted in the TT.

ST9: When it was put to them in this light, they had no more to say.



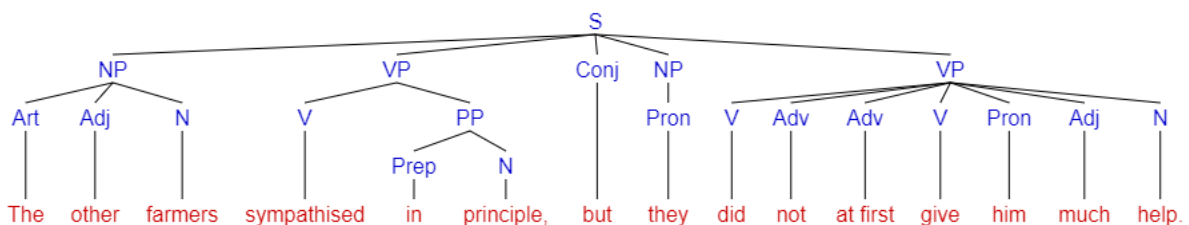
TT9: Cuando se les presentaba de esta forma, no sabían qué decir.



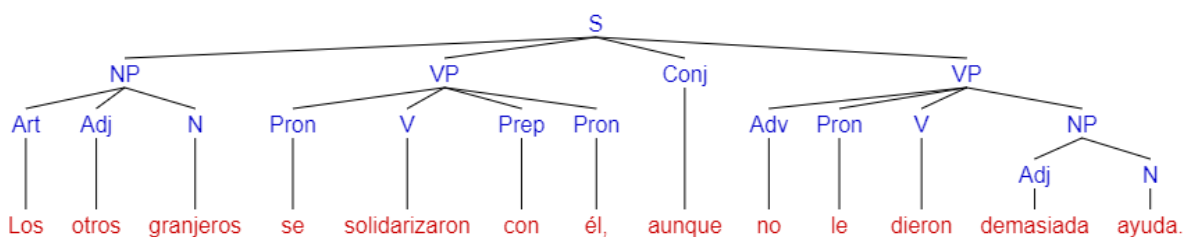
In these sentences, the subject “they” became tacit in the TT. Although there was a change in the surface structure, the deep structure of the sentence did not change.

Chapter 4

ST10: The other farmers sympathised in principle, but they did not at first give him much help.

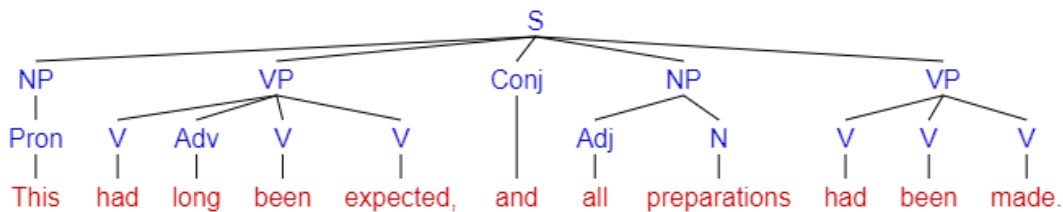


TT10: Los otros granjeros se solidarizaron con él, aunque no le dieron demasiada ayuda.

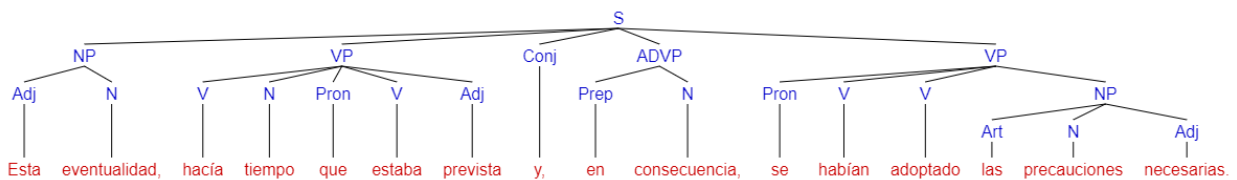


In these sentences, the prepositional phrase “in principle” from the ST was replaced with the prepositional phrase “con él,” which means “with him” in the TT. Also, the subject “they” was omitted in the TT, and the adverb “at first” was removed. Despite these changes in the TT, the deep structure did not change.

ST11: This had long been expected, and all preparations had been made.

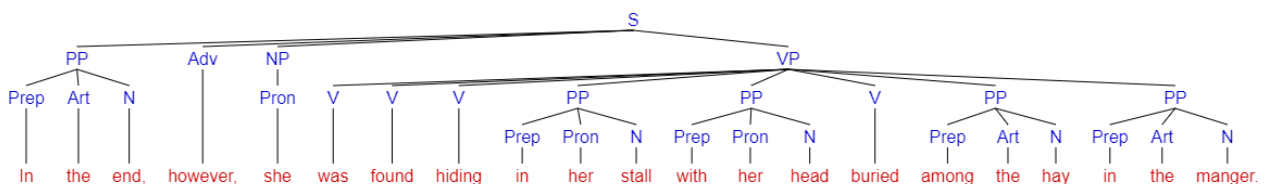


TT11: Esta eventualidad, hacía tiempo que estaba prevista y, en consecuencia, se habían adoptado las precauciones necesarias.

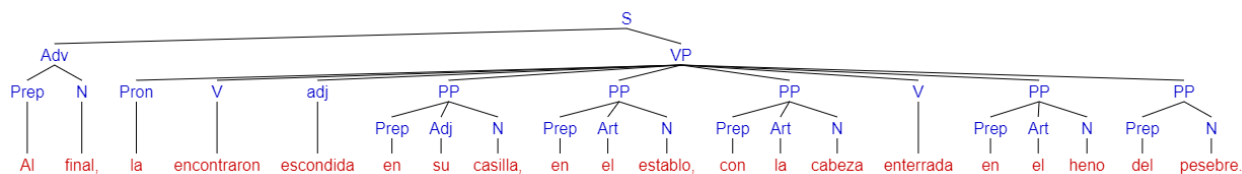


In these sentences, the pronoun “this” from the ST was replaced with the noun phrase “Esta eventualidad” in the TT. Also, the adverbial phrase “en consecuencia” which did not exist in the ST was added in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST12: In the end, however, she was found hiding in her stall with her head buried among the hay in the manger.



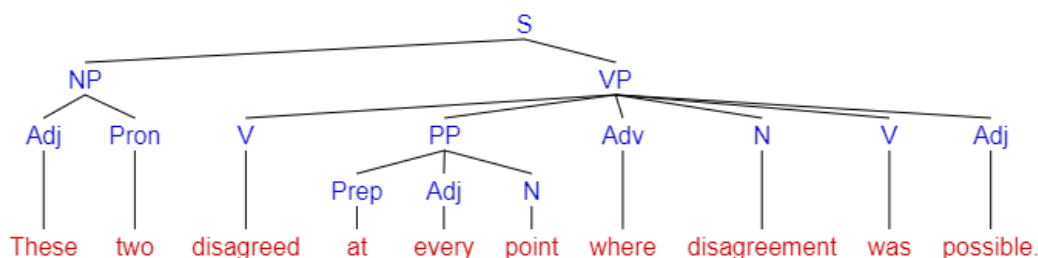
TT12: Al final, la encontraron escondida en su casilla, en el establo, con la cabeza enterrada en el heno del pesebre.



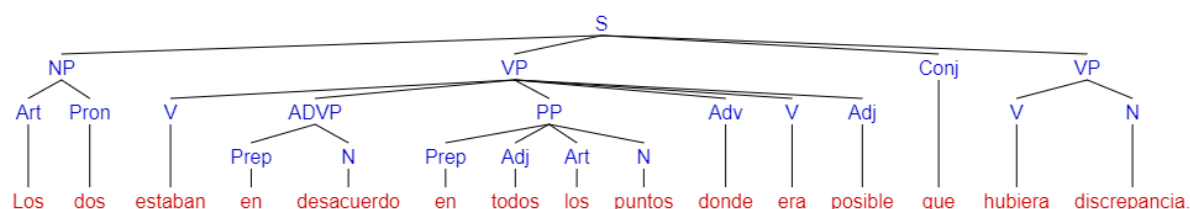
In these sentences, the adverb “however” in the ST was deleted in the TT. Also, the prepositional phrase “en el establo” which did not exist in the ST was added in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

Chapter 5

ST13: These two disagreed at every point where disagreement was possible.

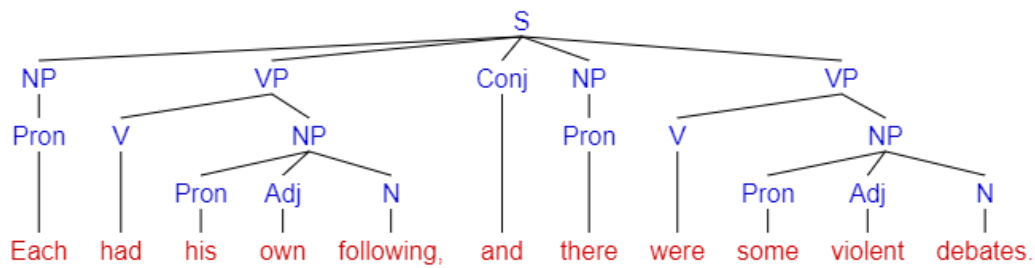


TT13: Los dos estaban en desacuerdo en todos los puntos donde era posible que hubiera discrepancia.

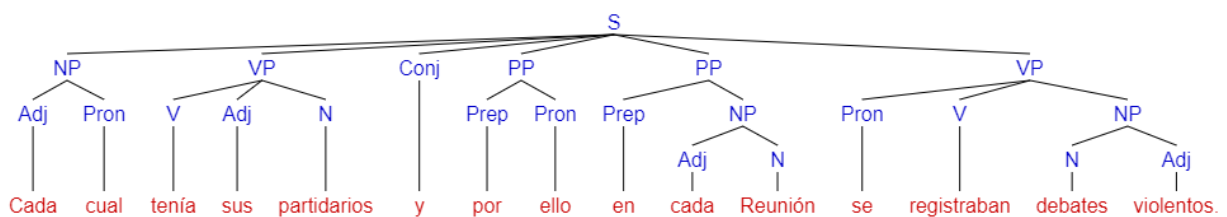


In these sentences, the conjunction “que” along with the verb “hubiera” which did not exist in the ST were added in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST14: Each had his own following, and there were some violent debates.

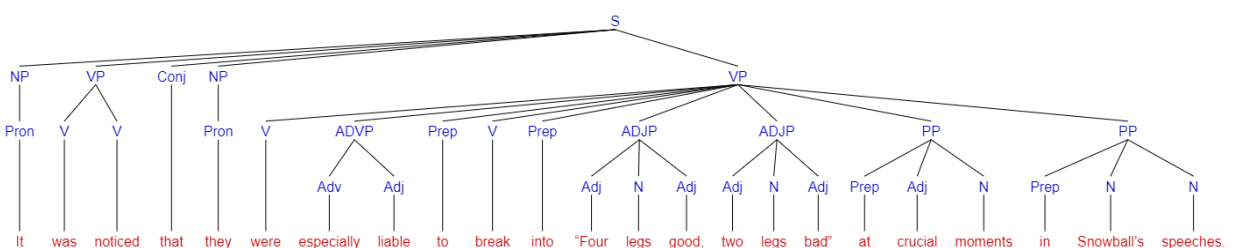


TT14: Cada cual tenía sus partidarios y por ello en cada Reunión se registraban debates violentos.

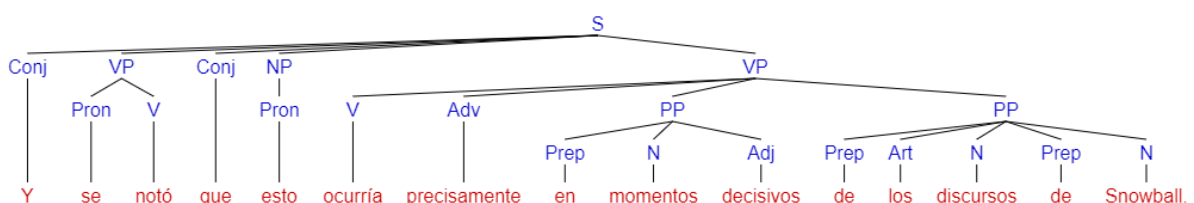


In these sentences, the deep structure did not suffer any change. In the case of the surface structure, the prepositional phrases “por ello” and “en cada Reunión” that did not exist in the ST were added in the TT.

ST15: It was noticed that they were especially liable to break into “Four legs good, two legs bad” at crucial moments in Snowball’s speeches.



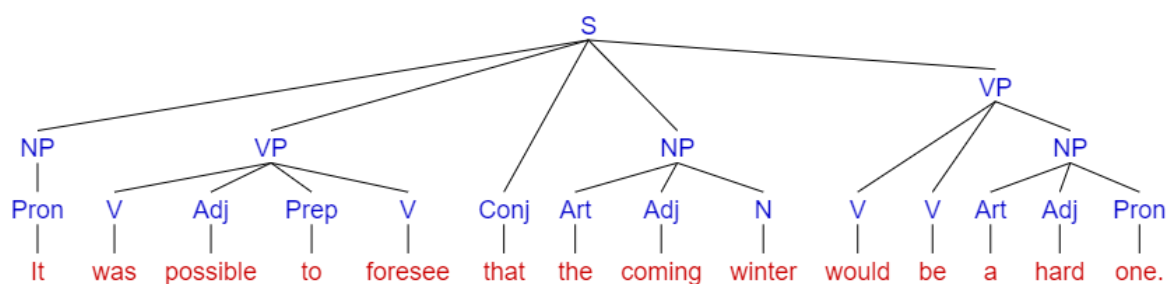
TT15: Y se notó que esto ocurría precisamente en momentos decisivos de los discursos de Snowball.



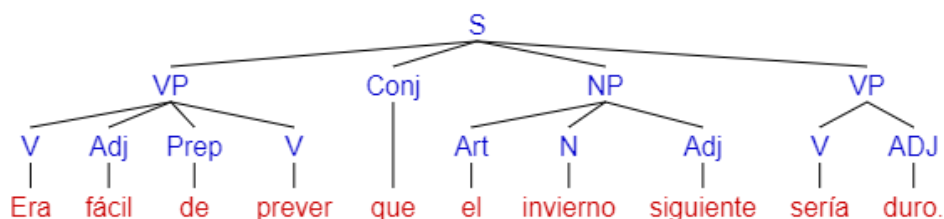
In these sentences, the conjunction “y” that did not exist in the ST was added in the TT. Furthermore, the pronoun “they” from the ST was omitted in the TT. The adjective phrases “Four legs good” and “two legs bad” from the ST were replaced for the pronoun “esto.” Although there were some changes in the surface structure, the deep structure of the sentence did not change.

Chapter 6

ST16: It was possible to foresee that the coming winter would be a hard one.

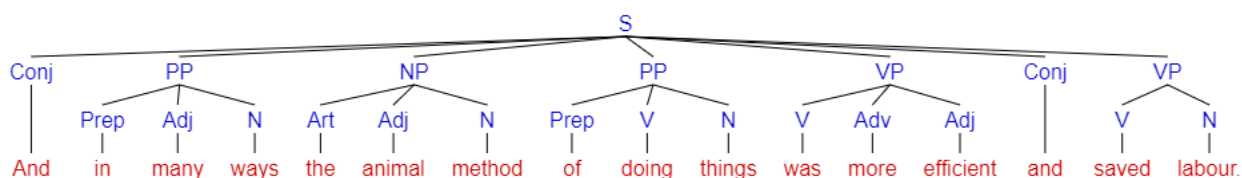


TT16: Era fácil de prever que el invierno siguiente sería duro.

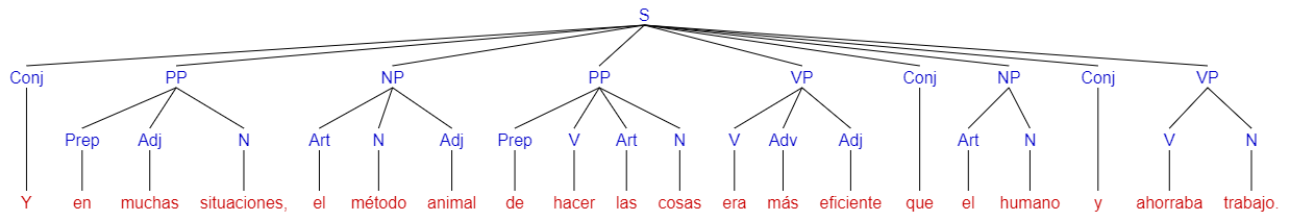


In these sentences, the noun phrase from the ST became tacit in the TT. Also, the noun phrase “a hard one” was replaced by the adjective “duro” in TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST17: And in many ways the animal method of doing things was more efficient and saved labour.

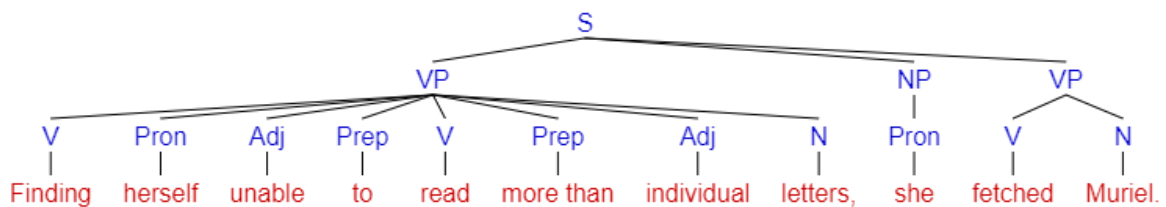


TT17: Y en muchas situaciones, el método animal de hacer las cosas era más eficiente que el humano y ahorra trabajo.

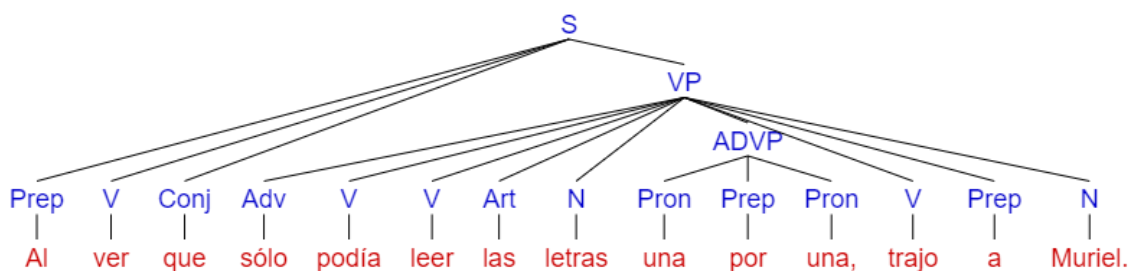


In these sentences, the surface structure underwent some changes, like the addition of the conjunction “que” along with the noun phrase “el humano” in the TT. Despite the added extra words in the TT, the deep structure did not change.

ST18: Finding herself unable to read more than individual letters, she fetched Muriel.



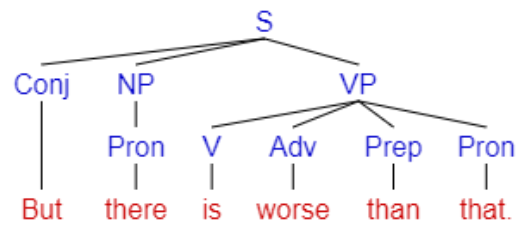
TT18: Al ver que sólo podía leer las letras una por una, trajo a Muriel.



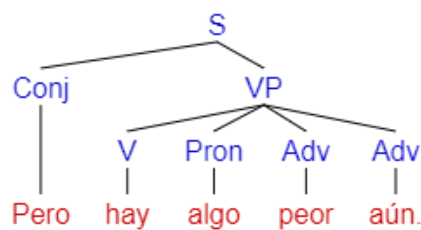
In these sentences, the surface structure underwent some changes, like the addition of the preposition “al” and the conjunction “que” in the TT. Also, the pronoun “herself” was deleted in the TT, and the adjective “individual” from the ST was replaced by the adverbial phrase “una por una”. Despite the many changes in the TT, the deep structure did not change.

Chapter 7

ST19: But there is worse than that.

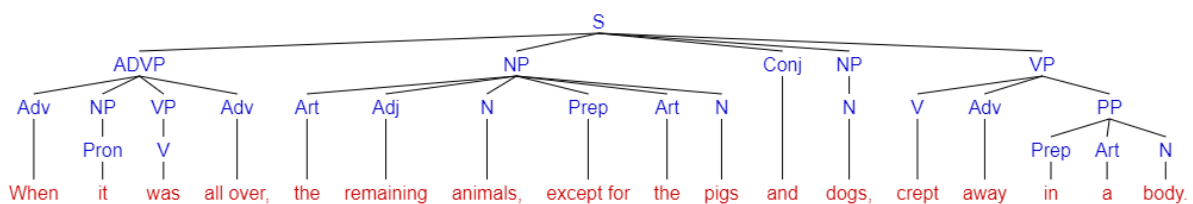


TT19: Pero hay algo peor aún.

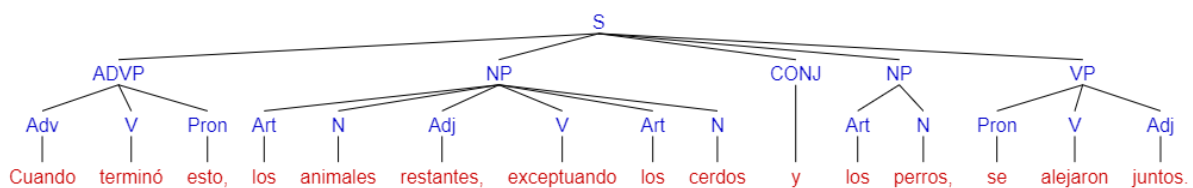


In these sentences, the preposition “than” and the pronoun “that” from the ST were replaced by the adverb “aún” in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST20: When it was all over, the remaining animals, except for the pigs and dogs, crept away in a body.



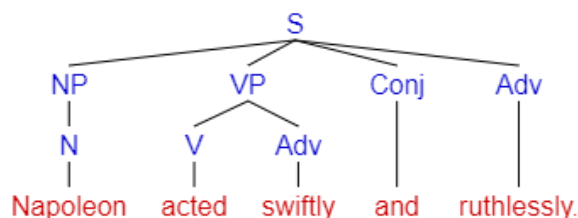
TT20: Cuando terminó esto, los animales restantes, exceptuando los cerdos y los perros, se alejaron juntos.



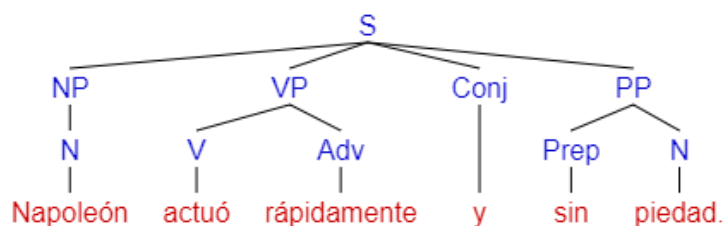
In these sentences, the surface structure underwent some changes, like the preposition

“except for” from the ST was replaced by the verb “exceptuando” in the TT. Also, the prepositional phrase “in a body” was replaced by the adjective “juntos” in the TT. Despite these variations in the TT, the deep structure did not change.

ST21: Napoleon acted swiftly and ruthlessly.



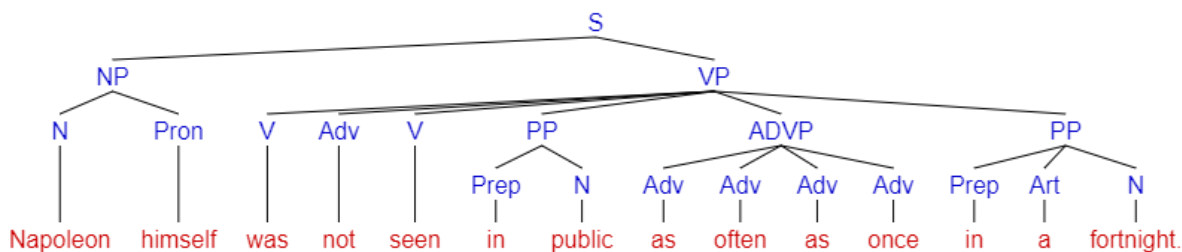
TT21: Napoleón actuó rápidamente y sin piedad.



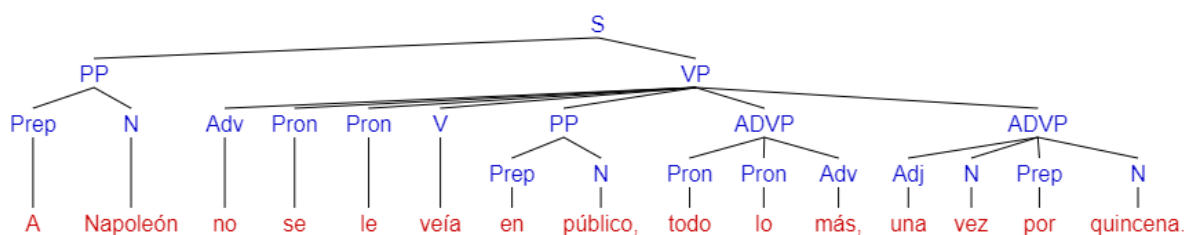
In these sentences, the adverb “ruthlessly” from the ST was replaced by the prepositional phrase “sin piedad” in the TT. Although there was a change in the surface structure, the deep structure of the sentence did not change.

Chapter 8

ST22: Napoleon himself was not seen in public as often as once in a fortnight.

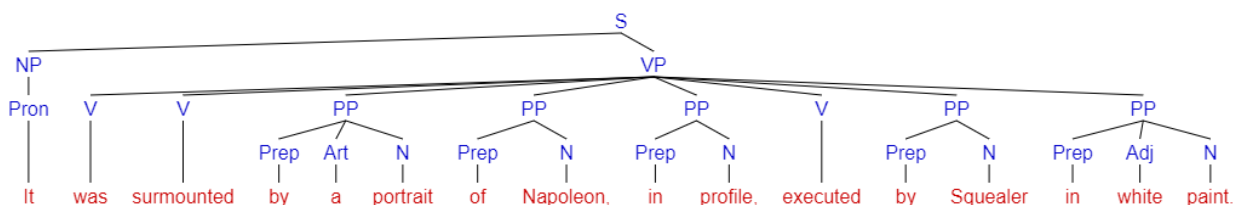


TT22: A Napoleón no se le veía en público, todo lo más, una vez por quincena.

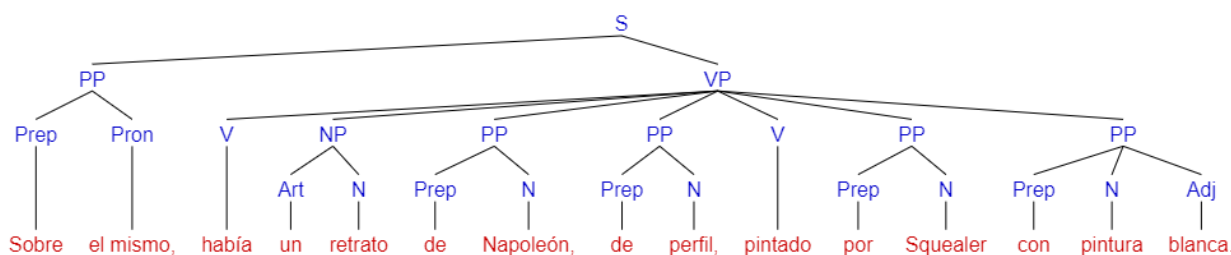


In the source text, a prepositional phrase is used at the beginning of the sentence; whereas in the source text, a noun phrase is used. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST23: It was surmounted by a portrait of Napoleon, in profile, executed by Squealer in white paint.

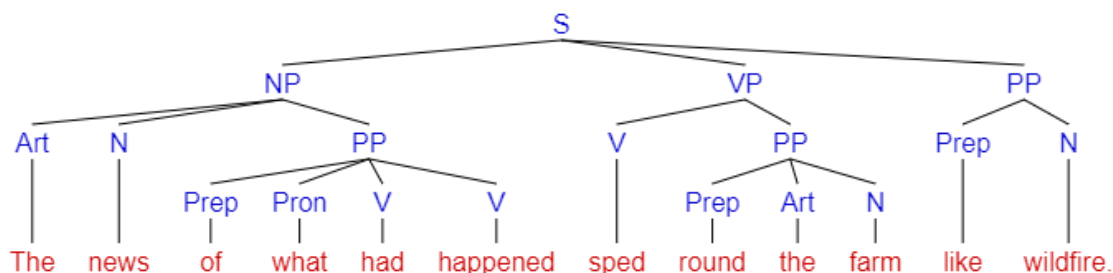


TT23: Sobre el mismo, había un retrato de Napoleón, de perfil, pintado por Squealer con pintura blanca.

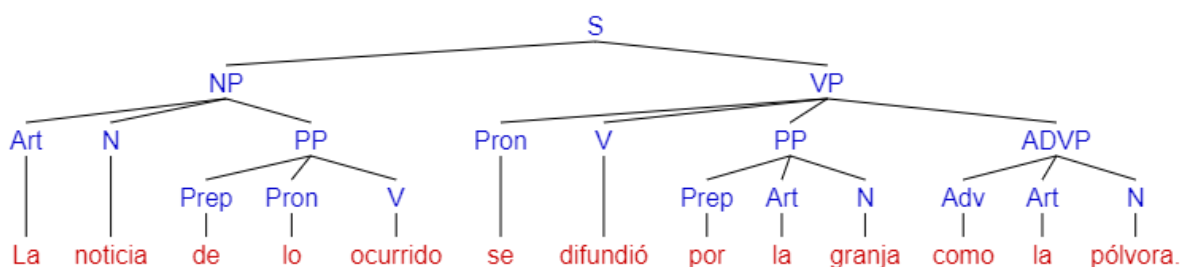


In these sentences, the preposition “by” was deleted in the TT. Also, the verb “surmounted” was replaced by the preposition “sobre” in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST24: The news of what had happened sped round the farm like wildfire.



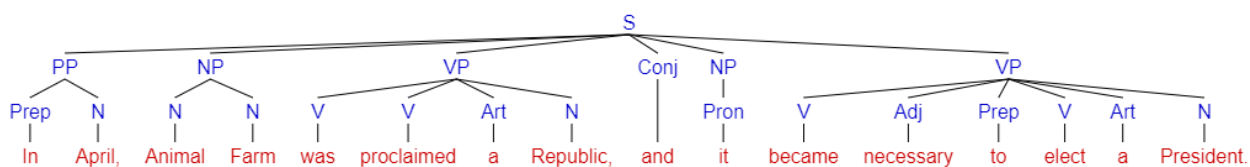
TT24: La noticia de lo ocurrido se difundió por la granja como la pólvora.



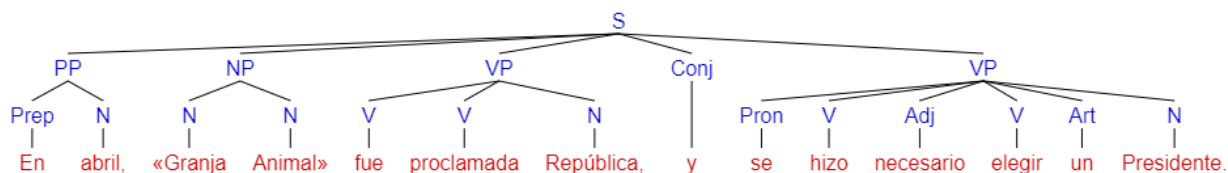
In these sentences, the prepositional phrase “like wildfire” from the ST was replaced by the adverbial phrase “como la pólvora” in the TT. Although there was a change in the surface structure, the deep structure of the sentence did not change.

Chapter 9

ST25: In April, Animal Farm was proclaimed a Republic, and it became necessary to elect a President.

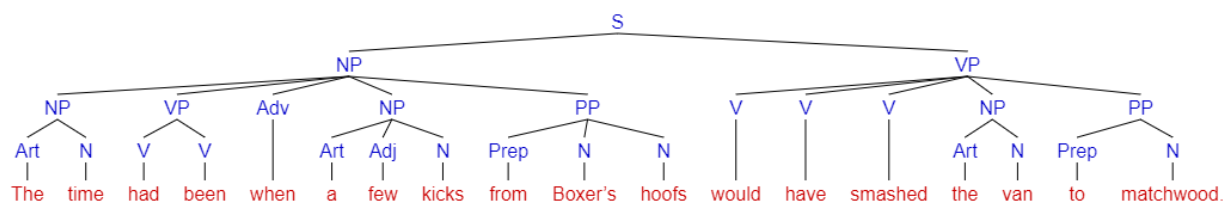


TT25: En abril, «Granja Animal» fue proclamada República, y se hizo necesario elegir un Presidente.

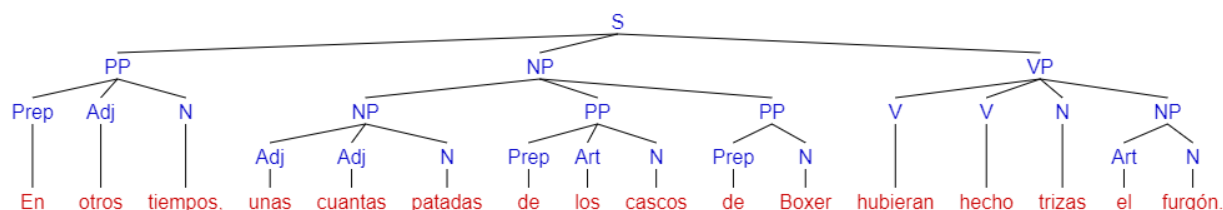


In these sentences, the deep structure did not suffer any change. And the surface structure was maintained very well, except for the quotation marks that Abella added to the title of the farm in the TT.

ST26: The time had been when a few kicks from Boxer's hoofs would have smashed the van to matchwood.

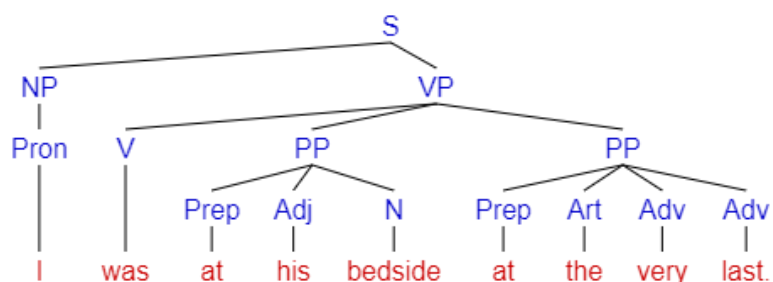


TT26: En otros tiempos, unas cuantas patadas de los cascos de Boxer hubieran hecho trizas el furgón.

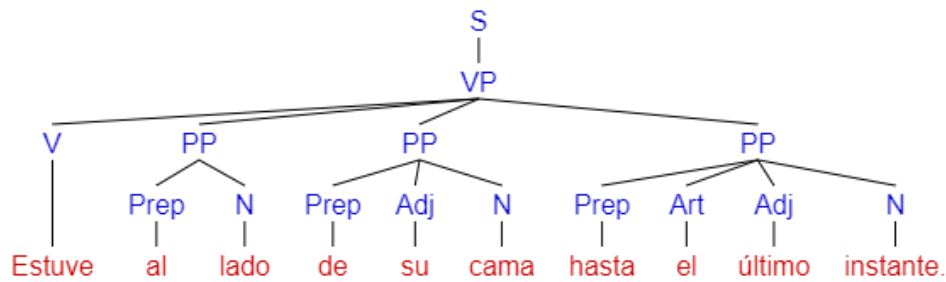


In these sentences, the noun phrase “the time” and the verbal phrase “had been” from the ST were replaced by the prepositional phrase “en otros tiempos” in the TT. Also, the adverb “when” from the ST was omitted in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST27: I was at his bedside at the very last.



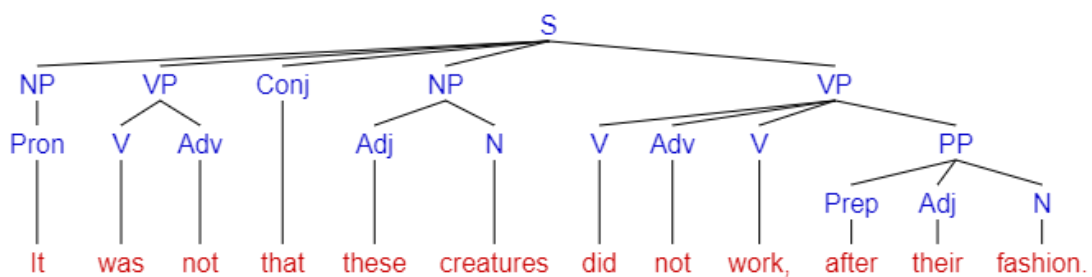
TT27: Estuve al lado de su cama hasta el último instante.



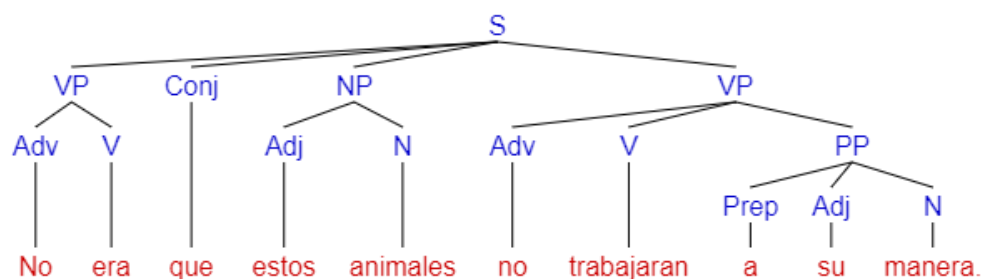
In these sentences, the subject "I" became tacit in the TT. Although there was a change in the surface structure, the deep structure of the sentence did not change.

Chapter 10

ST28: It was not that these creatures did not work, after their fashion.

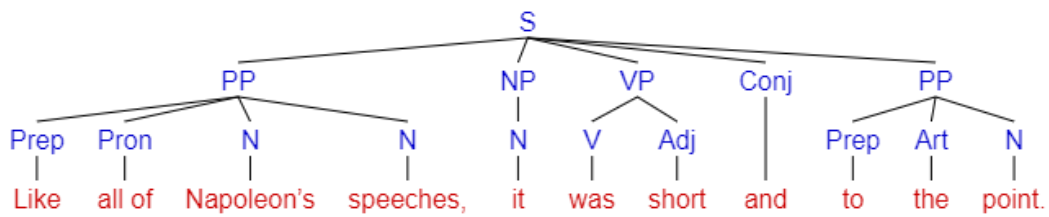


TT28: No era que estos animales no trabajaran a su manera.

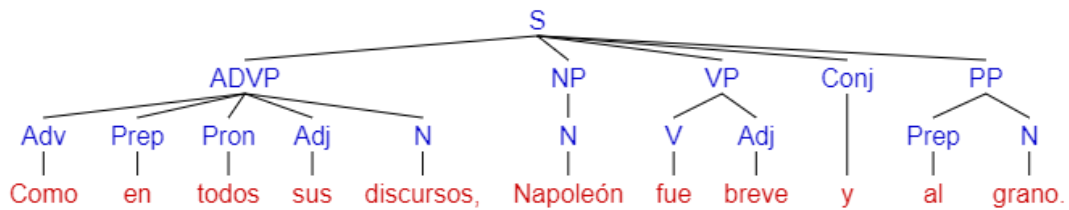


In these sentences, the subject "It" became tacit in the TT. Although there was a change in the surface structure, the deep structure of the sentence did not change.

ST29: Like all of Napoleon's speeches, it was short and to the point.

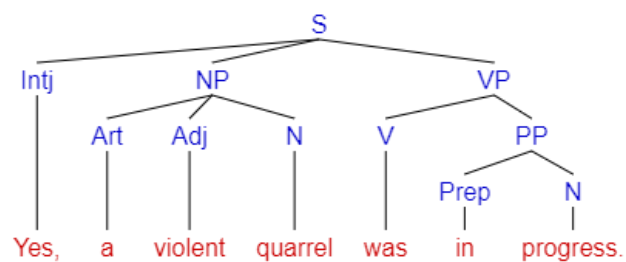


TT29: Como en todos sus discursos, Napoleón fue breve y al grano.

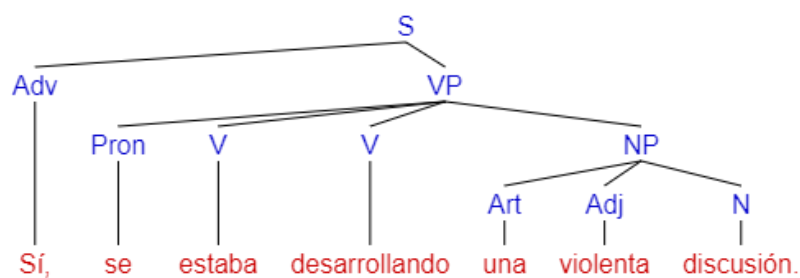


In these sentences, the prepositional phrase “like all of Napoleon's speeches” from the ST was replaced by the adverbial phrase “como en todos sus discursos” in the TT. Also, the pronoun “it” from the ST was replaced by the noun “Napoleón” in the TT. Although there were some changes in the surface structure, the deep structure of the sentence did not change.

ST30: Yes, a violent quarrel was in progress.



TT30: Sí, se estaba desarrollando una violenta discusión.



In these sentences, the surface structure underwent some changes, like the shift from

active to passive voice that the noun phrase “a violent quarrel” underwent in the TT. Also, the prepositional phrase “in progress” from the ST was replaced by the verb “desarrollando” in the TT. Despite these variations in the TT, the deep structure did not change.

Findings.

- The most common change in the surface structure was the omission of the subject in the Spanish translation.
- The addition of conjunctions was another relevant change in the target text.
- In the Spanish translation, some prepositional phrases were added to give more context.
- The length of some Spanish sentences was longer than the English ones.
- Some pronouns were changed to noun phrases in the TT.
- In the process of translating from English to Spanish, the subject of some sentences passed from being active to passive.
- There were quotation marks added to phrases in the TT that did not exist in the ST.
- Throughout the Spanish translation, there were barely any cases of sentences being divided into two.
- The deep structure of the sentences from the ST was maintained throughout the TT.
- Despite some changes in the surface structure, the sentence structure of the TT was overall well maintained.

3. Social Dimension

The social or hermeneutical dimension examines the historical, cultural, or political context found in the English and Spanish versions of *Animal Farm*. The researchers annotated in a table the changes that the language used in social contexts in the original text underwent when translated into Spanish by Abella and provided additional context when needed.

ST	TT	Category	Context
Word had gone round during the day that old Major, the prize Middle White boar , had had a strange dream on the previous night and wished to communicate it to the other animals.	Durante el día se corrió la voz de que el Viejo Mayor, el verraco premiado, había tenido un sueño extraño la noche anterior y deseaba comunicárselo a los demás animales.	Cultural	Middle White is a breed of domestic pig native to the United Kingdom. It is known as a pork producer, rather than the bacon or lard type of pig. Abella omitted the breed of the boar.
Boxer was an enormous beast, nearly eighteen hands high , and as strong as any two ordinary horses put together.	Boxer era una bestia enorme, de casi quince palmos de altura y tan fuerte como dos caballos normales juntos.	Historical	The hand is an ancient unit of measurement of length, standardized to 4 inches (10.16 cm) in the UK. Even though its equivalent in the Spanish language is “palmos,” Abella makes the mistake of turning eighteen into fifteen.
In past years Mr. Jones, although a hard master, had been a capable farmer, but of late he had fallen on evil days .	En años anteriores el señor Jones, a pesar de ser un amo duro, había sido un agricultor capaz, pero últimamente contrajo algunos vicios .	Cultural	The phrase “fall on evil days” was a common idiom in print right up until the early 70s. It means to suffer misfortune or a reversal. In the translation, the words used by Abella mean “contracted some vices,” which does not convey the meaning of the ST text.

<p>For whole days at a time he would lounge in his Windsor chair in the kitchen, reading the newspapers, drinking, and occasionally feeding Moses on crusts of bread soaked in beer.</p>	<p>Durante días enteros permanecía en su sillón de la cocina, leyendo los periódicos, bebiendo y, ocasionalmente,</p>	<p>Cultural</p>	<p>The Windsor chair is built with a solid wooden seat into which the chair-back and legs are round-tenoned or pushed into drilled holes. In the translation, Abella changed “Windson chair” to “sillón,” which means “armchair,” thus changing the type of furniture.</p>
<p>On Midsummer’s Eve, which was a Saturday, Mr. Jones went into Willingdon and got so drunk at the Red Lion that he did not come back till midday on Sunday.</p>	<p>La noche de San Juan, que era sábado, el señor Jones fue a Willingdon y se emborrachó de tal forma en «El León Colorado», que no volvió a la granja hasta el mediodía del domingo.</p>	<p>Political</p>	<p>The tavern “the Red Lion” was translated, as was customary in Spanish during the time of greatest aversion to communism, to “el León Colorado” and not “el León Rojo.”</p>
<p>When Mr. Jones got back he immediately went to sleep on the drawing-room sofa with the News of the World over his face, so that when evening came, the animals were still unfed.</p>	<p>A su regreso, el señor Jones se quedó dormido inmediatamente en el sofá de la sala, tapándose la cara con el periódico, de manera que al anochecer los animales aún estaban sin comer.</p>	<p>Cultural</p>	<p>The News of the World was a weekly national red-top tabloid newspaper published every Sunday in the United Kingdom from 1843 to 2011. Abella chose to omit the name of the newspaper.</p>
<p>It was given out that the animals there practised cannibalism, tortured one another with red-hot horseshoes, and had their females in common.</p>	<p>Difundieron el rumor de que los animales practicaban el canibalismo, se torturaban unos a otros con herraduras calentadas al rojo y practicaban el amor libre.</p>	<p>Cultural</p>	<p>In the Spanish translation, the phrase “had their females in common” is not translated literally. Abella decided on a more prudish expression by embracing the term “amor libre,” which means “free love.”</p>

<p>He walked heavily round the shed, looked closely at every detail of the plans and snuffed at them once or twice, then stood for a little while contemplating them out of the corner of his eye; then suddenly he lifted his leg, urinated over the plans, and walked out without uttering a word.</p>	<p>Caminó pesadamente por allí, observó con cuidado cada detalle, y hasta olfateó en una o dos oportunidades; después se paró un rato, mientras los contemplaba de reojo; luego, repentinamente, levantó la pata, hizo aguas menores sobre los planos y se alejó sin decir palabra.</p>	<p>Cultural</p>	<p>In this case, “urinated,” which is a formal term, is transformed by Abella's translation into “hizo aguas menores,” which is an informal euphemism for urination.</p>
<p>He took his meals alone, with two dogs to wait upon him, and always ate from the Crown Derby dinner service which had been in the glass cupboard in the drawing-room.</p>	<p>Comía solo, con dos perros para servirlo, y siempre utilizaba la vajilla que había estado en la vitrina de cristal de la sala.</p>	<p>Cultural</p>	<p>The Royal Crown Derby Porcelain Company is the oldest remaining English porcelain manufacturer, based in Derby, England. The company is known for its high-quality bone china. Abella chose to omit the brand of the dinner service.</p>
<p>Still, it had been decided to build the walls three feet thick this time instead of eighteen inches as before, which meant collecting much larger quantities of stone.</p>	<p>A pesar de ello, decidieron construir las paredes de un metro de espesor en lugar de medio metro como antes, lo que implicaba reunir una cantidad mucho mayor de piedras.</p>	<p>Cultural</p>	<p>George Orwell used the imperial system of measurement, commonly used in the United Kingdom and other countries. Abella, on the contrary, used the metric system of measurement, commonly used in Spanish-speaking countries.</p>
<p>This BON MOT set the table in a roar.</p>	<p>Esta ocurrencia les hizo desternillar de risa.</p>	<p>Cultural</p>	<p>A bon mot is a term borrowed from French which means a clever remark. In the translation, the word used by Abella means “idea,” which does not convey the meaning of the ST text.</p>

Sure enough, there in the yard was a large closed van, drawn by two horses, with lettering on its side and a sly-looking man in a low-crowned bowler hat sitting on the driver's seat.	Efectivamente, en el patio había un gran furgón cerrado, con letreros en los costados, tirado por dos caballos, y un hombre de aspecto ladino tocado con un bombín aplastado en el asiento del conductor.	Cultural	Low-crowned is a type of bowler hat that is a hard felt hat with a rounded crown, originally created by the London hat-makers Thomas and William Bowler in 1849. Abella translated “low-crowned” to “aplastado” which means “flattened.”
There were fifteen men, with half a dozen guns between them, and they opened fire as soon as they got within fifty yards .	Había quince hombres, con media docena de escopetas, y abrieron fuego tan pronto como llegaron a cincuenta metros de los animales.	Cultural	The imperial measure “yard” is used in the original version of the book. In the Spanish version, however, Abella uses the metric system, commonly used in Spanish-speaking countries.

Note. From *Animal Farm*, by Orwell, G., 1945. Copyright 2014 by Adelaide ebooks. *Rebelión en la granja*, by Orwell, G., 2006, (R. Abella, Trans.). Copyright 2006 by Booket.

Findings.

- There were a total of thirteen modifications of words or phrases in the TT.
- The cultural context was the category with the most variations in the TT.
- Cultural changes in the Spanish version were related to proper names that throughout history made appearances in certain contexts from specific places like the United Kingdom.
- Most of the cultural words were omitted by Abella in the Spanish translation.
- There were some cases where Abella mistranslated words and phrases from the ST.
- Abella used the metric system to translate measurements from English into Spanish.
- Abella changed the register of words from formal to informal.
- Some changes were made to the target text by Abella to make it more conventional.

C. Analysis of the Book's Translation

A translation can become an unfaithful translation if a translator is unable to overcome the challenge of cultural equivalence (Qian, 2017); therefore, translators must attempt to transfer the linguistic and extra-linguistic signs from one text to another, maintaining what the author of the source text intended to express while considering the target language of the readers.

Based on the data collected from the three dimensions, the translation into Spanish of the book *Animal Farm* by the translator Rafael Abella shows some alterations to the content of the source text. There are variations regarding the class of the parts of speech, the sentence structures, and the context of the book.

Translators follow strategies to render the content or message of the source text to the target audience. In the case of Abella, when translating from English into Spanish, he frequently used the technique of *transposition* that consists of a shift from one grammatical category to another while still preserving the meaning.

From the first chapter to the last one, Abella rearranged the parts of the text to avoid unfaithful translations and keep the fluency of the text. He had to make changes to adjust the English grammar and syntax to Spanish. So, in this way, there is a minimum alteration of the content or message of the source text. Even though *Animal Farm* is considered a book with historical meaning, Abella kept the level of equivalence despite the proper nouns or idioms that the author used.

Finally, the Spanish translation of the book included more pages than the original version for different reasons. The font and the size of the font were not the same as the ST. Also, the text length of the translation is longer because texts in the romance languages like Spanish tend to be longer than English texts (Intercontact, 2020). The content and message of the book were not affected by this.

IX. FINDINGS

A. Answers to the Research Questions

Are there any class shifts in the eight parts of speech in the Spanish translation of Orwell's Animal Farm?

According to Catford (1965, p. 78), class shifts occur when the translation equivalent of a source language item is a member of a different class from the original item. In this case, the items studied are the words in the book *Animal Farm* by George Orwell, which has a total of 30060 words. In the Spanish translation by Rafael Abella, 244 words shifted from the original class to another, which means that 0.81% of words shifted class.

According to Biber et al. (1999), words can be divided into two major groups based on their grammatical behavior and main functions: content words and function words. Content words give important information required for understanding and have more or less independent meanings. They consist of nouns, lexical verbs, adjectives, and adverbs. As for function words, they help connect essential information for understanding but add little meaning beyond defining the relationship between two words. They consist of determiners, pronouns, primary auxiliaries, modal auxiliaries, prepositions, adverbial particles, coordinating conjunctions and subordinating conjunctions, *wh*-words, existential *there*, negator *no*, the infinitive marker *to*, and numerals.

Overall, the words that shifted the most were content words. In the case of the source texts, adjectives were the part of speech most subjected to class shift, with a percentage of 32.38%. Such as in the case of the adjective "single" from chapter 1 of the ST that shifted to the adverb "solamente" in the TT. As for the target text, nouns were the category most shifted into, with a percentage of 34.43%. Like the case of the verb "excused" from chapter 5 of the ST that shifted to the noun "pretexto" in the TT. Therefore, the most common class shift was from adjective to noun, with a percentage of 13.11%. For example, the adjective "hungry" from chapter 7 of the ST shifted into the noun "hambre" in the TT. Additionally, the least shifted words were function words, such as pronouns, conjunctions, and especially interjections, which never shifted class in both source and target text.

Does the Spanish translation maintain the sentence structures of the original text?

Sentence structure is the arrangement of words, phrases, and clauses in a sentence. The grammatical function or meaning of a sentence depends on this structural organization. According to Chomsky (1965), the structure of sentences can be divided into two levels: deep structure and surface structure. Deep structure is the underlying semantic or syntactic representation of a sentence, from which the surface structure may be derived. Meanwhile, the surface structure is a structural representation of the final form of a sentence. Thus, the deep structure represents meaning, and the surface structure is the actual sentence we see.

After the comparative analysis of the sentences from both the source and target text, it is evident that some changes were made to the sentence structures in the Spanish translation, mainly concerning the surface structure. Although there were changes in the surface structure, the meaning of the sentences was maintained; therefore, the deep structure was not subjected to changes.

The main change in the surface structure in the Spanish translation was that the subject from the source text became null in the target text. In Spanish, the subject of a sentence can be tacitly implied and understood from the context, unlike English, which allows tacit verbs only in the second person. For instance, in the sentence “I was at his bedside at the very last” from chapter 9 of the ST, the subject “I” was omitted in the sentence from the TT “Estuve al lado de su cama hasta el último instante”.

Furthermore, the addition of a conjunction in the target text is another common change. As an example, when comparing the sentence from chapter 6 of the ST “And in many ways the animal method of doing things was more efficient and saved labour” and its translation “Y en muchas situaciones, el método animal de hacer las cosas era más eficiente que el humano y ahorraba trabajo” the addition of the conjunction “que” in the TT can be seen. Other changes in the surface structure were the addition of prepositional phrases and the deletion of adverbs in the target text.

To what extent did the Spanish translation by Rafael Abella maintain or alter the social, historical, or cultural context of Animal Farm?

According to (Fernández Guerra, 2012), the translation of literary works should consider the difference in the linguistic system and culture of the source and target text since literary works display many linguistic peculiarities, as well as social and cultural aspects. Therefore, some words in the source language cannot be easily replaced in the target language, as those words have specific social backgrounds. In this case, *Animal Farm* contains many historical, political, and cultural words or phrases that were not maintained in the Spanish translation by Rafael Abella.

In the Spanish translation, the cultural context was the one that had the most inconsistencies with the original text. Since many of these words were specific to the United Kingdom, Abella decided not to replace them with equivalents or keep them in the original language, but rather to omit them altogether. For example, in the sentence from the ST “When Mr. Jones got back he immediately went to sleep on the drawing-room sofa with the News of the World over his ...” the noun “News of the World” was translated in the TT simply as “periódico” which means newspaper in English.

There were also some instances of historical and political words from the source text that were not maintained in the target text. Such as in the sentence from chapter 1 of the ST “Boxer was an enormous beast, nearly eighteen hands high...” the phrase “nearly eighteen hands high” was translated into “casi quince palmos de altura” in the TT; which changed eighteen to fifteen despite the fact that historically “hands” and “palmos” are an equal unit of measurement.

B. Most Outstanding Findings

Dimensions	Most Outstanding Findings
Informational	<ul style="list-style-type: none"> ● Adjectives were the part of speech that shifted the most when translated into Spanish. While nouns were the part of speech most shifted into. ● Interjections did not shift class either in the target or source text. Conjunctions also had few shifts. ● Content words were the group that shifted the most, with a total of 209 words. ● Function words shifted the least, with a total of 35 words.
Structural	<ul style="list-style-type: none"> ● The most common change in the surface structure was the omission of the subject in the Spanish translation. ● The length of Spanish sentences was longer than the English ones. ● The deep structure of the sentences from the ST was maintained throughout the TT. ● Despite some changes in the surface structure, the sentence structure of the TT was overall well maintained.
Social	<ul style="list-style-type: none"> ● Cultural changes in the Spanish version were related to proper names that throughout history made appearances in certain contexts from specific places like the United Kingdom. ● Abella used the metric system to translate measurements from English into Spanish. ● Abella changed the register of words from formal to informal. ● There were some cases where Abella mistranslated words and phrases from the ST.

X. CONCLUSIONS

Through the development of this research, five notable conclusions can be made from the analysis of the book:

- In this study, the Spanish translation by Rafael Abella of the book *Animal Farm* was assessed based on Alonso's model of discourse analysis in three levels. The most problematic equivalence in the translation was recognized at the level of words; 0.8% of words underwent a class shift in the Spanish translation. Many of the class shifts made were unnecessary, thus, reducing the quality of the accuracy of the translation.
- The equivalence of the Spanish translation at the textual level was not as problematic. On the one hand, the surface structure of the source text underwent some variations, but these changes were not drastic. Mostly, the alterations were related to common problems that arose when translating from English into Spanish. On the other hand, the deep structure of the source text did not change in the target text, so the original content was conveyed without issues.
- Finally, the equivalence at the social level was a little controversial. *Animal Farm* is a book full of historical, political, and cultural context; therefore, maintaining this context is crucial for an accurate translation. Rafael Abella made some changes and omissions to the original social context. So, the message conveyed by the original author was not thoroughly maintained in the Spanish translation.
- The general conclusion is that Rafael Abella has been relatively faithful to the source text. Due to the complexity of the various aspects of equivalence, the concept of equivalence is not absolute but a question of degree. Altogether, considering all mistakes at all levels holistically, the equivalence of Rafael Abella's translation into Spanish of *Animal Farm* is high.
- The research approach of discourse analysis by Alonso, which divides the analysis into three dimensions, is the perfect model to analyze the equivalence of translations, especially literary translations because it helps to understand the translation process. With this approach, the accuracy of a translation can be fully assessed.

XI. RECOMMENDATIONS

After concluding the research, the investigators recommend some suggestions that the University staff must consider when teaching translation subjects to improve the translation skills of students:

- To the head of the Department:

It is recommended to carry out a study to implement a specialized translation and interpretation program in order to expand the academic offer since El Salvador has very few specialized programs in translation studies nationwide.

- To students:

It is recommended that when translating literary works, translators must know both cultures, both languages and dialects, details of the author's style and method, the origin of the words and word formations, as well as historical allusions.

- To professors:

It is recommended to expand or improve the class plan with a greater focus on translation and interpretation and to conduct more hands-on classes to improve students' skills.

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Phase 2: Research Project Implementation

Activity	May				June				July				August				September			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Read Animal Farm English Version																				
Read Animal Farm Spanish Version																				
Choose Samples for Informational Dimension																				
Choose Samples for Structural Dimension																				
Choose Samples for Social Dimension																				
Classify Each Sample in Its Corresponding Table																				
Analysis of Information																				
Write conclusions																				
Write Recommendations																				
Final Version of the Research report																				