***Welcome to Stillman Translations preliminary onboarding assessment!***

*This assessment has 5 sections. Make sure to follow the instructions and complete all the information needed.*

*The goal of this request is to analyze your performance and your potential.*

*Breath in and out, and do your best. Hope we can count on you soon!*

**SECTION 1. INSTRUCTIONS**

Below you will find a special instruction for section 3:

\*Please make sure target text mirrors source format.

\*Normalize spaces.

**SECTION 2. GLOSSARY**

*In this section, you are required to complete this task:*

*\*Extract four terms (cells 1 to 4) from the text in Section 3 that you consider are worth being in the glossary.*

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| --- | --- | --- |
|  | **Source** | **Target** |
| 1 | Mapping | Esquematización |
| 2 | Feature map | Diagrama relacional |
| 3 | Tree construction | Diagrama de árbol |
| 4 | Content map | Mapa de contenido |

**SECTION 3. TRANSLATION**

Please, add your sample translation below (between 300-500 words). Bear in mind this should be the best sample of your work!

|  |  |
| --- | --- |
| **Source** | **Target** |
| Hart, a scholar who has devoted an entire book to ‘doing literature reviews’ and another to literature searches, recommends mapping as an important part of reviewing the literatures.  Mapping ideas is about setting out, on paper, the geography of research and thinking that has been done on a topic. At one level, it is about identifying what has been done, when it was done, what methods were used and who did what. At another level, it is about identifying links between what has been done, to show the thinking that has influenced what has been produced.  (Hart, 1998: 144)  Hart suggests a number of methods for mapping ideas, arguments and concepts. These include *feature maps* (making a summary schema of arguments proposed by a study and similarities/differences with other studies on the topic); *tree construc- tions* (showing the way major topics develop sub-themes and related questions); and *content maps* (organizing a topic into its various hierarchical arrangements). These techniques are useful. They help doctoral researchers identify connections between ideas and arguments and identify relationships that exist between indi- vidual pieces of work.  Our approach to mapping places more emphasis on identitywork and the rela- tionships *between different bodies* of research. In selecting, rejecting and categoriz- ing research, doctoral researchers are actively framing their study. They are enter- ing a conversation with other scholars via texts. They are finding out where their research ‘fits’ in relation to those fields and sharpening their own arguments.  As preparation for making a visual map, we ask doctoral researchers to talk about their difficulties in selecting and categorizing bodies of research. We ask about inclusions and exclusions, their worries about who to put in and who to leave out. The physical act of making a visual representation helps doctoral researchers produce new connections. Shifting to another modality helps them see things more graphically and often produces new insights. Maps can identify gaps in their control of literatures, and/or consolidate their thinking to date and make it visible. | Hart, un especialista que ha dedicado un libro entero a “elaborar revisiones de la literatura” y otro a las búsquedas de literatura, recomienda la esquematización como una estrategia importante para la elaboración de la revisión de las literaturas.  Esquematizar ideas consiste en plasmar, en papel, la geografía de la investigación que se realizó acerca de un tema y el pensamiento que se concibió sobre él. Por un lado, consiste en identificar qué se hizo, en qué momento, qué métodos se utilizaron y quién hizo qué. Por otro lado, en determinar las relaciones existentes entre los aportes que se hicieron, para mostrar el pensamiento que incidió en lo que se produjo.  (Hart, 1998, p. 144)  Hart sugiere una serie de métodos para esquematizar ideas, argumentos y conceptos. Entre ellos, se encuentran *los diagramas relacionales* (en los que se elabora un esquema que resume los argumentos propuestos en un estudio, y las similitudes y diferencias respecto de otros estudios realizados sobre el tema); *los diagramas de árbol* (en los que se muestra la manera en que surgen subtemas y preguntas relacionadas a partir de los temas principales); y *los mapas de contenido* (en los que se organiza un tema en sus distintas estructuras jerárquicas). Estas técnicas resultan útiles, ya que facilitan la identificación de las conexiones presentes entre las ideas y los argumentos, y las relaciones que existen entre cada uno de los trabajos.  Nuestro enfoque con respecto a la esquematización pone mayor énfasis en la identidad académica y en las relaciones que existen *entre los diferentes corpus* de investigaciones*.* Al seleccionar, rechazar y categorizar una investigación, los doctorandos encuadran activamente su estudio; comienzan a entablar una conversación con otros especialistas mediante los textos; descubren dónde se “posiciona” su investigación en relación con esos campos de estudio, además de ajustar sus propios argumentos.  A modo de preparación para realizar una esquematización  visual, les pedimos a los investigadores doctorales que hablaran sobre las dificultades que encontraron cuando seleccionaban y categorizaban corpus de investigaciones. Les preguntamos acerca de las inclusiones y exclusiones, y su preocupación sobre qué autores mencionar y cuáles no. El acto físico de realizar una representación visual contribuye a que los investigadores establezcan nuevas conexiones; cambiar a otra modalidad contribuye a que vean las ideas de manera más gráfica y, a menudo, genera nuevas perspectivas. Por medio de la esquematización, pueden identificar los aspectos de las literaturas que aún no dominan, o consolidar el pensamiento que tienen hasta el momento y visibilizarlo. |

**SECTION 4. QUESTIONS AND COMMENTS**

We also need to check your capacity to spot potential issues beforehand.

In the table below, please list your questions and comments in relation with this test:

1. Challenging sections from the source text or sections you are unsure of should be copied or inserted into the **Source Text** column.

2. Write your translation in the **Target Text** column.

3. Doubts and comments should be written in English.

|  |  |  |
| --- | --- | --- |
| Source Text | Target Text | Question / Comment  (in English) |
| Hart, a scholar who has devoted an entire book to ‘doing literature reviews’ and another to literature searches, recommends mapping as an important part of reviewing the literatures. | Hart, un especialista que ha dedicado un libro entero a “elaborar revisiones de la literatura” y otro a las búsquedas de literatura, recomienda la esquematización como una estrategia importante para la elaboración de la revisión de las literaturas. | I was unsure about translating “mapping” as “esquematización”. I have seen that some authors who specialize in the matter use the term “mapeo”, and this one was the one I had chosen at first. However, the client did not like this option and preferred the one which I ended up writing (esquematización). |
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**SECTION 5. REFERENCES**

In the table below, please list the reference material you have consulted to carry out this test.

1. Please introduce the **Reference source** (including publisher and full title as appropriate) in the first column.
2. Specify if your reference source is general or specific. If specific, clarify which term or section the reference covers.

|  |  |
| --- | --- |
| Reference Source | General / Specific (Term) |
| Hernández Sampieri, R. (2014). Metodología de la investigación. McGraw Hill Interamericana Editores, S.A. de C.V. | General |
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Thanks!