

UNIVERSIDAD DE LOS ANDES
FACULTAD DE HUMANIDADES Y EDUCACIÓN
ESCUELA DE IDIOMAS MODERNOS

LAS TRADUCCIONES EN LA TECNOLOGÍA INFORMÁTICA

ESTEFANÍA CONTRERAS ARDILA

MÉRIDA, ENERO 2014

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TRANSLATIONS SURROUNDING COMPUTER TECHNOLOGY

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Informe final de pasantías presentado por la Br. Estefanía Contreras Ardila como requisito parcial para optar al título de Licenciado a Idiomas Modernos

Nombre y Apellidos: Estefanía Contreras Ardila.

Cédula de Identidad: 18620507.

Carrera: Licenciatura en Idiomas Modernos.

Tutor académico: José Miguel Plata Ramírez.

- Identificación de la institución sede:
- Organismo: Centro Nacional de Cálculo Científico de la Universidad de Los Andes (CeCalCULA).
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- Dirección: Avenida 4, entre calles 18 y 19. Edificio General Masini. Piso 3. Oficina B-32. Mérida. Edo. Mérida.

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INTRODUCTION

During my undergraduate studies as a Modern Language student at the University of Los Andes (ULA), I had to learn and develop a wide range of linguistic skills. I had the chance to develop communicative skills and study several subjects in order to do linguistic analysis in two languages (English and French). Among these subjects I could mention grammar, phonetics and phonology. In order to complement and counterbalance these linguistic studies, I had to develop and study them in connection with culture and literature subjects.

The relationship between linguistics and culture creates a harmonic and necessary unit which helps grow, develop and complement each other. It is important to embrace the studies about linguistic issues with the studies of culture and literature. That is to say, since linguistic issues are changing everyday because of cultural, literary and social happenings, these studies need to be developed together. These previous phenomena mentioned before are developed and studied as a basic theoretical knowledge during all the undergraduate period.

In this undergraduate program, there are five professional minors which include 5 more subjects belonging to a specific minor, such as international organizations, cultural and literary research, translation and a third language (German or Italian). Among these 5 minors, I studied translation. After finishing the studies of a specific minor, it is necessary to put into practice the knowledge acquired by doing an internship. In my case, I received an acceptance letter from the National Center of

Scientific Calculation of The University of Los Andes (CeCalCULA) in order to do an internship as translator. This center works with computer programs and with advanced technologies devoted to other professional experts and to specific professional areas like Physics, Chemistry, Biology, etc. Also, this institution offers courses about computer issues to professional experts. One of the co-founders of this institution (current director of this institution) was my institutional supervisor during my internship period. He evaluated all the translations I made during the whole period.

The main purpose in this report is to make a brief reflection about all my works, to highlight the lessons I learnt, the experiences lived in this institution and in the School of Modern Languages. My personal experience and conclusions are also described in this report. This report is structured in the following order: the history, objectives and functions of CeCalCULA are explained in the Profile. The nature of the internship refers to my daily routine and tasks as translator. Some of the personal experiences which helped me grow academically, professionally and personally are described in the reflection essay. As well as some thoughts about my personal experience as a translator and my undergraduate years are presented in the Conclusions. Finally, some necessary recommendations are offered to CeCalCULA as well as to the School of Modern Languages.

PROFILE OF CeCalCULA

This institution has been providing computer technologies for 18 years. CeCalCULA, at its beginnings, started as an ULA-FONACIT project by the mid-nineties. After that, Professor Luis Núñez promoted the development of this project as an institution in partnership with other technicians named Luis Chávez, Rodrigo Torrens, and Gilberto Díaz. Also, they worked in association with other institutions like ULA, FUNDACITE, and Technological Park Corporation of Mérida (CPTM) in order to continue CeCalCULA's growing.

These institutions provided the following resources: financial and institutional support was provided by FUNDACITE, infrastructure was provided by ULA and CeCalCULA's administration was provided by CPTM. After getting all the resources needed, they continued and finished CeCalCULA's creation. After its creation, it was initially located in the Economic Sciences College campus; then CeCalCULA was moved to its current location at the General Masini building on the Third Floor, office B-32. This center has provided computer technology since it started to work.

Nowadays, CeCalCULA provides intensive computing programs to professional areas like Physics, Chemistry, Architecture, Civil Engineer and Biomedicine, and solves big problems related to traditional computing. Also, research activities, works, creations and developments of new modern technologies are done by CeCalCULA.

On the other hand, CeCalCULA, in association with other Latin America communities, has expanded its activities; it performs specialized computer programs and teaches the appropriated uses of advanced technologies, providing support to ULA researchers and other Venezuelan institutions, in order to achieve the following aims:

- To promote the use of technological information in academic communities, productive sectors of Latin America and the rest of the world in order to achieve academic and commercial purposes.
- To create and adapt technological products to supply the technical and scientific needs of Latin American communities.
- To offer scientific computing support in different researching areas.

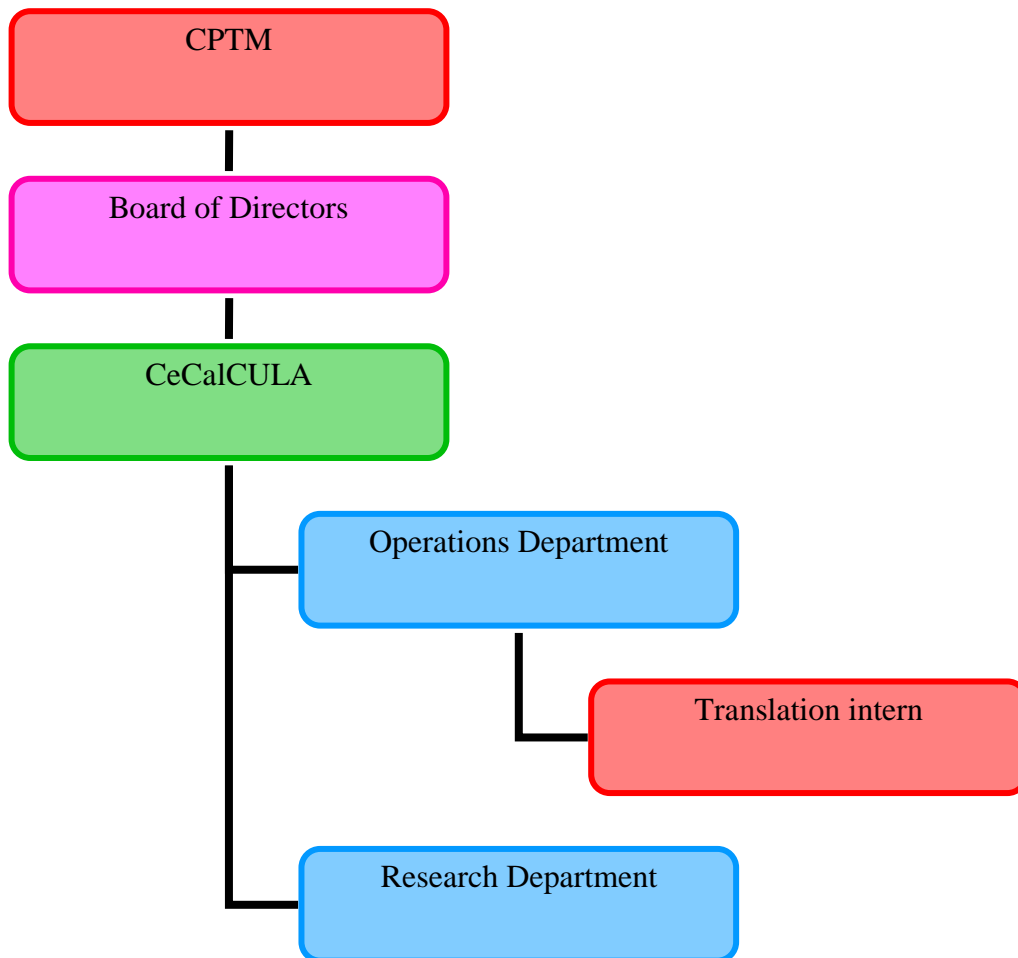
CeCalCULA is a dependent organization from CPTM which has two different sub-departments. One of them is the Research Department (*Departamento de investigaciones*), and the other is the Operations Department (*Departamento de operaciones*), where I was assigned as a translation intern.

The Operations Department develops the following activities:

1. Provide general information to visitors.
2. Develop scientific and technological projects with other institutions.
3. Coordinate and direct general activities of CeCalCULA.
4. Promote and sell different events, programs and software services in national or international areas.

5. Provide computing courses to different professional areas, including researching communities.
6. Supervise and orientate the translation intern tasks.
7. Develop graphic designs to computing programs.

ORGANIZATIONAL FLOWCHART OF CECALCULA



NATURE OF THE INTERNSHIP

During the beginning of the internship period, I first asked the rules of CeCalCULA to my institutional supervisor, and the only two rules were quite clear: working on translations and having efficient results on them. In addition, this institution gave me the options to work whether outside or inside the institution. Regarding these two possibilities, I decided to work in my house in order to be more comfortable, have a better concentration and do all the translation processes of texts without paying attention to the institution timetable. Most of the translations were principally informative, technical or scientific because of CeCalCULA's work; and some of them were confidential. As a consequence I was not allowed to send the confidential translations via email, and each of these texts was translated one by one.

In order to achieve efficient results in each one of them, I had to do the following translation processes: First, I received the text to translate from my institutional supervisor or from any other employee. Then, I read the original text for two or three times and analyzed the meaning of its words, sentences and paragraphs thoroughly. After reading the text for many times, I chose the specific contexts, topics and words of the text for doing an initial search. After deciding, I searched accurate information related to the translations on CeCalCULA website and/or other websites.

Likewise, I analyzed the words in the text to be translated and its contexts, and I decided the main topics to do a specific search about words and terms. In order

to find the proper meaning of every word to translate, I searched the meaning of the same word or term in four different basic, monolingual and bilingual dictionaries such as Wordreference, Collins, Cambridge and Oxford. Then, I searched the meaning of the same word or term in data bases and specialized dictionaries on web sites such as IATE. Contingent upon the context of the text, I decided the most appropriate meaning taking into consideration the sentences, paragraphs and its contexts. After that, I analyzed every single sentence and paragraph as a whole semantic unit in order to understand every single main idea. Finally, after analyzing and understanding the whole semantic unit of the sentences and paragraphs, I translated the sentences and paragraphs, and made a first draft of the translation.

After finishing the first draft of the translation, I read this version making comparisons with the original text as well as revising and editing some semantic and writing style errors. After that, I started to read and correct the second and third drafts making comparisons and analysis with the original text. Finally, I read the final version as a whole unit. When I was satisfied with the translated text, I gave the translations to the employees or to my institutional supervisor to check it, correct it and verify it. When I was in the office and my institutional supervisor was there and available, I asked him some questions or to any employee in relation to doubts related to specific topics, technical terms or words. However, I occasionally had difficulties to get employees or my institutional supervisor was free because of their various

activities and their hectic schedule. When I could find them, they devoted me only 5 to 15 minutes for questions concerning the translations.

To sum up, my daily tasks were about reading, searching accurate information, translating, composing, editing, proofreading, and finally, delivering the translation. Sometimes, one of my daily tasks was about transcribing the translation in a specific website. Therefore, I had to create a user account in CeCalCULA website in order to transcribe and publish the translation there.

Most of the time, I did not have a specific deadline for the translations. However I tried to work fast, even though a specific deadline was not established, I always trying to make a good and coherent during the whole internship period. When I was trying to do an efficient work, I realized that all the internship period was an opportunity to learn and improve my translation skills and develop myself as a professional.

MY EXPERIENCE AS A TRANSLATOR

Some of the written ideas in this report were jotted down as fast as my hand could move due to the fact that some of these ideas came into my mind during the working time on the translation process, or even when I was doing a different activity, so I did not want to forget them. During the whole internship period, I learned various lifelong lessons from different good and bad experiences. Living these experiences, I gained new knowledge and developed myself academically, professionally, and personally. All of these lessons and experiences are explained and detailed in the following section:

Academic learning

Concerning my academic learning, I had to put into practice my knowledge about English and Spanish grammar, to learn how to solve communicative problems and to learn new ways of non-written learning such as video conferences. In this regard, when I was analyzing the style of the translated text I realized that I had forgotten some grammar language rules. In order to solve this problem, I reviewed Spanish and English grammar books to do a proper Spanish writing and achieve a better understanding of the text. By doing this activity, I reinforced my knowledge on grammar; and I also learned new grammar rules. In this respect, I think that in order to be a good translator, it is necessary to review grammar rules and writing styles of the translation considering that syntax of scientific texts in Spanish is not well structured (Díaz, 2009).

Likewise, there are also other problems about words and terms: most of the words and terms used in computer texts have several meanings in both languages, and there are many borrowed English words in this field of knowledge. As a consequence, to find the correct meaning of an equivalent translated word was a difficult task in a specific context because most of the terms can be easily confused with common words due to polysemy. For example, “seed” can be translated as *semilla* or *simiente* in Spanish: the small hard seed in fruit of plants such as wheat (Collins Dictionary, 2013). This is its meaning in the common language context; however, this word is translated as *simiente* in computing language context: the twenty-three bits residing in the scrambler shift register prior to the transmission of a packet (IATE, 2010).

Another example of this situation is the word “*run*”; which is translated as “*correr*” in Spanish: to move on foot at a rapid pace so that both feet are off the ground together for part of each stride (Collins Dictionary, 2013). However, in computer terms, there is a phrase named “*to run a program*”: a performance of one program (IATE, 2010). In Spanish this phrase is translated as “*correr un programa*” or “*ejecutar un programa*” (IATE, 2010). In this case this phrase has the same meaning from the English equivalent one. Another example is the word “launch” which, in common language is translated into Spanish as *lanzar* (Wordreference English-Spanish, 2013), but in computer terms its proper meaning is *ejecutar* (Glosario de Terminología Informática, 1997). Regarding this words’ and phrases’

situation, I concluded that it is quite easy to do a bad translation or misunderstand the sense of a text.

However, in order to solve these semantic problems, I used four basic and specialized dictionaries: I analyzed the context and I chose the most appropriate words regarding the context. Many times, I had to spend many hours looking for the most appropriate meaning of a word or term. After that, I sought some helpful advice from my institutional supervisor or from the employees; when it was possible to meet them; he or they suggested me the most appropriate equivalent terms. Consequently, regarding this experience, I developed skills on differentiating words from terms at the moment of analyzing similar or confusing words o terms.

On the other hand, another problem on words and terms was about English borrowings. Sometimes, there were two or three options of Spanish equivalents for one single English term. Therefore, to make one single choice was not easy. After revising the different contexts I decided to use the most popular borrowing in the technological area.

All of the experiences mentioned before were about putting into practice my previous knowledge acquired during my undergraduate years. A different learning experience was that I learned another positive academic lesson watching a live video conference which was related to the technical and scientific computing area. At the moment of watching the video, I realized that there were other non-written ways of

searching accurate information; because I learned some terms watching the conference. Fortunately, some of my questions and concerns that I had before watching the video were answered after watching the conference, and I could do the translation process faster than using traditional methods. As a reflection from this experience, I think the interaction between the real life situation of the text and the translator is extremely necessary in the interest of speeding up the translation process. In other words, this kind of activities could be an option to improve the searching for information process.

Regarding all the experiences mentioned I consider that due to the fact that a translator is dealing with real and daily life situations, every activity and situation described before was significant for my academic growth. In addition, the academic situations, the process of searching information and studying grammar helped me increase my knowledge areas, my view of the world and sciences. —Unfortunately, I neither practiced nor performed any hearing or spoken task using any of my foreign languages learned during my studies because of the nature of the internship.

Professional learning

Regarding my professional growth, some of my experiences were good and others not as good as I expected. Regarding my satisfactory lessons of my experiences, I could mention the fact that the more I practiced the translation process, the better I gathered information and the less time I required on searching for

meanings, doing corrections and editing a text. In addition, as a coincidence, most of the translated texts were about related topics like events, congresses, computer simulators and ns-2 simulator (a simulator targeted at networking research); this fact was a helpful matter to speed up the translation process. As most of the translations made were related subjects, they were associated in pairs of two except three of them which were different from the others.

My first translation was a text about requirements of “papers” and the computational topics presented in an event. In the interest of doing a quality translation, I gathered accurate information about these technical themes.

After finishing this text I started to translate other texts. This translation was an introductory text to other technical texts because of the knowledge learned about simulators and computing research (see APPENDIX A). The next was a set of translations about The University of Panamá and The Latin American Network Foundation. These texts were both related to the history of these particular foundations and their work about networks; the first text was about the University of Panamá and the job with networks, and fortunately this first text helped me translate the second one which was about the anniversary of the Latin American Networks Foundation; also both texts had the same writing style, theme and some technical terms to translate.

The following set was about research articles and computer programs created to professional researching activities such as ns-2 simulator and TCP-LAB. The first translation was about ns-2 simulator, its functions and strategies to improve this computer program. While I was translating this text, I could learn some specialized terms and some issues about scientific writing style in English, which were helpful guides to translate the other text about TCP-LAB because of the similarity issues about terms, writing style of the previous text, and the understanding of TCP-LAB structure.

The last set of translations was about computer programs offered by CeCalCULA; the first translation was about a set of computer programs (see APPENDIX B) and the other was about the installing of a computer program named SPECFEM 3D. When I was searching information about each one of the computer programs, SPECFEM 3D was included in this set, as a consequence, it was necessary to gather information about this program. When I was translating the next text about the installing of SPECFEM 3D, I already knew basic information about this program, and the translation process of the second text was faster and easier to do than the first one because of the previous knowledge acquired in the first translation. Therefore I had to invest less time on searching information.

As final reflections, I can say that the knowledge I got during the first set of translations helped greatly to accomplish the other sets. Consequently, I reinforced the knowledge acquired in every translation made, due to the similar themes and

knowledge contexts. This complementary learning about current computer technologies was an amazing experience. Furthermore, I think that exact and natural sciences issues are interesting and amazing themes to study, and this fact is a helpful tool at the moment to translate these kinds of texts. Being aware of the fact that other different professionals were being benefited by my intellectual work as a translator made me grow as a professional. However, as a professional I could be more satisfied if my name was included in the translations published in websites, that is to say, as a professional, I think I deserve the credit after creating a new text. This opinion is fair for most of the translators around the world because of the hard work of a translator, spending long hours reading, analyzing, searching accurate information, translating, correcting and editing a text for achieving a quality translation. Translators should be given credit for their laborious work.

Moreover, most of time, the translator's health is being sacrificed by doing an intellectual work; even when I was reflecting on these situations mentioned before, I concluded that the whole translation process is as complicated, complex and exhausting as the scientific work is. Therefore effective writing, in translation processes, should be valued by other professional and researchers because of the years of study and its development.

Personal learning

Regarding my personal learning, I got some valuable life lessons through some significant experiences. I consider my internship experience as a balancer on myself to balance what I want in my life in order to make my own decisions. The first one is about being relaxed in difficult situations in order to have balanced emotions and make the best decisions because of that, you have better and excellent results, and you make fewer mistakes. Consequently, my satisfactory experience was about a few mistakes corrected by my institutional supervisor in my translations, and this situation helped me develop my self-confidence and courage to translate and improve my translation works.

On the other hand, I have always been passionate about sciences and technology issues; so that I translated the texts with full happiness and passion. Even more, before starting this internship, I was so passionate about sciences that I wanted to become a scientific researcher in biomechanics after graduating. However, considering and studying the current dynamics of the applied sciences, I changed my mind and I decided not to get into the scientific research. Otherwise, this experience taught me that I have to search accurate information before starting to do something, and even to have a trial period in order to know what I really want to do in my life.

On the contrary, I had few social interactions with employees from CeCalCULA, which I consider as the weakest part of the personal growth; because

there were few moments to exchange dialogues and extra information related to the translations and terms. Also, these situations happened because my institutional supervisor and CeCalCULA's employees had various occupations and little time.

CONCLUSIONS

Based on the lessons learnt throughout my experience, I have considered some positive and non positive conclusions:

I have learnt some knowledge about grammar which gave me the basic knowledge to face the translation process during my undergraduate years. After that, I have studied translation as a minor; which offers basic strategies to face and struggle with theories and practices about specialized language, searching strategies to gather accurate information, and legal, specialized and literary translation within five subjects. Within my minor, every single lesson learned from my different experiences was interesting even though those five subjects were not enough to face and work in the translation field. Regarding this thought, I consider a translation student should study more translation subjects in order to be better prepared on translation issues.

On the other hand, regarding the good experiences in CeCalCULA, before translating and editing processes, it was important to remember and review the knowledge of English grammar because a translator has to keep basic knowledge about grammar in mind in order to do a quality translation. Even more, putting into practice this strategy, I could learn new features about grammar, so that I could start to translate.

I was prepared to think in English, gather accurate information and translate; because I have a clear mind to carry out this task; consequently, I got more

experience about this issue and I developed my translation skills more. I conclude that it is necessary to study and review the grammar rules as many times as possible in order have a clear mind to gather information, and to improve the translation skills. I also think that using situations and happenings of the everyday life in a specific community is a good strategy to search accurate information. In my case, this happening was about the scientific dynamics in a videoconference. Regarding this experience, I suggest that translation theories and translation processes have to be developed taking into account real life situations along with written accurate information as a complementary one.

Talking about written information, I can tell my following experience: when I was searching accurate information in different written sources; such as data bases and dictionaries, I realized that this task implies a time-consuming process and it is very common to panic in this kind of situations. As a solution, I think that it is important to maintain self-control on my emotions during the translation process since it is a tedious and exasperating task from time to time.

Fortunately, talking about emotions, when I finished all the translation process and I realized that my translation skills improved, I felt happy, comfortable and confident with myself; so I concluded that translation is a good exercise to improve and increase one person's self-esteem through the improvement of translation skills; since I realized that the more I practiced the translation process, the

better improvement I had on my translation skills and the more self-confident I was, the more careful I was searching accurate information.

Considering all the points explained before, the internship experience is an introductory training to the translation market even though it was a too short, but very significant period in the personal, academic and professional areas. I learned many issues about linguistic, scientific, technologic, personal and social areas, and I also developed my translation skills too; in other words, I broaden my worldview and some of my linguistic skills. As result, I also became in an empiric documentary researcher since I developed skills searching accurate information, creating critical thoughts as well as the ability to observe and analyze situations in order to get logical conclusions and offer solutions.

RECOMMENDATIONS

Based on my internship experience described before and the results obtained, it is important to offer some suggestions both for CeCalCULA and the School of Modern Languages.

To CeCalCULA:

- First of all, when a new translation intern is accepted in this institution, it would be appropriate to relate him or her with the entire institutional staff; looking for a better communication and exchange of ideas and thoughts about translation issues.
- Due to the fact that the institutional supervisor is usually busy; it would be a good idea whether he or she has a specific timetable to attend the translator for answering questions.
- It would be fair that the translator obtained a salary.
- It is necessary to set a specific deadline. Otherwise, a translator could spend long time doing one translation during the whole internship period.
- It would be important to recognize the merit of a translator by including his or her name in the translation; because it is the translator's intellectual work.
- It would be a good idea if CeCalCULA and translators elaborated a glossary of technical terms; it would be a useful guide to ease the translation process to translators.

- Videoconferences of CeCalCULA could be a helpful tool for searching accurate information. This strategy may improve the development of the translation process to the translators.
- CeCalCULA should create a software program for improving translation processes; specially based on Latin American needs.
- CeCalCULA should promote its services in all the campuses of the ULA and at a national level using advertising; many people do not know about this institution.
- CeCalCULA should continue researching, creating, working, supporting and promoting new computer technologies to continue the development of computer sciences in all Latin America. I really appreciate their work!

To the School of Modern Languages:

During my major and internship period, I realized that some academic issues of the School of Modern Languages have to be studied, reinforced and changed. In this regard some recommendations are also necessary:

- The School of Modern Languages should have an English and French introductory course in order to help the Modern Language students to learn basic grammar lessons; because the English knowledge acquired in High School is not enough to prepare students to face this major. Also, it would be better to put into practice every single

grammar lesson learned during these courses in order to reinforce all the theoretical knowledge acquired by doing written and oral exercises.

- Regarding the fact that the official language in Venezuela is Spanish, I consider important to teach all the translation subjects in English because I learnt these subjects in Spanish, and consequently, I practiced neither English oral expression nor English listening comprehension.

- Before studying the translation subjects, it would be better if the School of Modern Languages taught an introductory subject where strategies to gather written accurate information are taught along with real life happenings as a source of information; hence searching accurate information would be easier than traditional methods. The quality of translations will improve.

- It would be better if the School of Modern Languages offered different translation courses as *San Pancraccio Traducciones* does (San Pancrazio Translation Agency). Doing this, the translation student will be better prepared to face an internship and work in the translation market.

- The School of Modern Languages should teach a course about inverse translation because many institutions demand this kind of translation.

- Finally, it would be better if the School of Modern Languages created a university law where intellectual works from translation students were protected.

All these recommendations mentioned before are based on my personal experience and offered to the School of Modern Languages as well as CeCalCULA looking for finding solutions or contributing to the improvement of both institutions.

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APPENDIXES

APPENDIX A

TRANSLATION 1: *ORIGINAL TEXT*

www.clcar.org

Call for Papers

Since 2007, the Latin-American Conference on High Performance Computing (CLCAR) is an event for students, scientists and researchers in the areas of high performance computing, high throughput computing, parallel and distributed systems, Grid Computing, e-science and applications, in a global context, but with special scope in latinoamerican propositions.

The program and scientific committees of CLCAR 2012 is formed by experts and researchers from different countries and related domains. Competent people from various countries and institutes will carry out the process of evaluating the proposals. CLCAR 2012 to be held in Ciudad de Panama, Panama, in August 27-31.

The best-selected works, after further reviews, will be considered for special awards. GridCast and ISGTW are media partners of CLCLAR Conference series.

Call for Papers and Extended Abstracts

CLCAR 2012 official languages are English, Portuguese and Spanish. People willing to present their proposals can present them in two forms:

- Oral Presentations (full paper)
- Posters (extended abstract)

Selected papers will be considered for publication in the CLCAR 2012 proceedings (indexed).

Proposals can be submitted in ENGLISH, PORTUGUESE or SPANISH only (full papers and extended abstracts). Papers written in Spanish or Portuguese should have the title and its abstract in english too.

The oral presentation may be in any CLCAR official language, but the slides will be in English anyway.

Selected posters from extended abstracts must be show in English.

Topics of Interest:

The topics of interest for CLCAR include, but are not limited to:

1. ***Platforms and Infrastructures***

- Scalable Architectures
- Parallel and Distributed Architectures
- Cluster Computing
- Grid Computing
- Testbed Grid
- Lightweight Grids
- Desktop Grid Computing
- Production Grids
- High Performance Networks to Science and Technology
- Cloud Computing
- P2P
- Embedded High Performance Computing and Systems
- Virtualization in Scalable and Pervasive Computing
- HPC Green Computing
- Collaborative Computing
- High Density Computing

2. ***e-Science and Applications***

- Applications for science and technology
- Industrial and business applications
- Health Applications and Solutions
- Learning and Educational applications
- Grid Services

Program Languages and Paradigms

Simulation

Modelling

Cloud Services

3. ***Special Topics***

Performance Evaluation of High Performance, Distributed and Scalable Systems

Fault Tolerance

Semantic Grid

Games Theory

Optimization

Security

Economy Grid

Green Computing

Paper Format

Papers should be submitted in PDF format following the IEEE guidelines (link below). Full papers must not exceed 10 double column pages. Extended abstracts to Posters should not exceed 3 pages.

- Formatting Instructions:

[85'' x 11'' \(PDF\)](#)

[85'' x 11'' \(DOC\)](#)

[Latex formatting macros](#)

Important Dates

Submissions:

Open March 26 /2012

Deadline for Full Paper Submission: May 15 /2012

Deadline for Posters: May 18 /2012

Notification of Acceptance: June 20 /2012

Conference:

August 27-31

Submissions: <http://www.clear.org>

More information in Spanish, Portuguese or English:

cjbarrioshernandez@acm.org

nicolas@inf.ufrgs.br

gilberto@ula.ve

TRANSLATION 1: *TRANSLATION*

www.clcar.org

Requisitos de las postulaciones

Desde el 2007, la Conferencia Latinoamericana de Computación de Alto Rendimiento (CLCAR) es un evento dirigido a estudiantes, científicos e investigadores dedicados a las áreas de informática de alto rendimiento, computación de alto rendimiento, sistemas paralelos y distribuidos, e-Ciencia y sus aplicaciones a nivel mundial, pero especialmente enfocado en las propuestas latinoamericanas.

El programa y los comités científicos del CLCAR 2012 están compuestos por expertos e investigadores de diferentes países y varios campos afines entre sí.

Personas competentes de diversos países e instituciones llevarán a cabo los procesos evaluativos de las propuestas. La CLCAR 2012 se realizará del 27 al 31 de agosto en Ciudad de Panamá, Panamá. www.clcar.org

Los mejores trabajos, luego de habérseles hecho revisiones adicionales, se tomarán en cuenta para los premios especiales.

Requisitos de las postulaciones y resúmenes extendidos

Los idiomas oficiales del CLCAR 2012 son inglés, portugués y español. Las personas que quieran presentar sus propuestas, pueden presentarlas de dos formas:

- Presentaciones orales (artículo completo)
- Posters (resumen extendido)

Los trabajos seleccionados serán considerados para su publicación a través los procesos legales del CLCAR 2012 (indexados).

Las propuestas sólo se pueden presentar en inglés, portugués o en español (artículos completos y resúmenes extendidos). Los artículos escritos en español o en portugués, además el título y el resumen deben ser escritos en inglés.

La presentación oral puede ser expuesta en cualquier idioma oficial de la CLCAR, pero todas las diapositivas serán escritas en inglés. Los posters seleccionados de los resúmenes extendidos deben ser expuestos en inglés.

Temas de interés:

Estos son los temas de interés incluidos para la CLCAR, sin embargo estos no están limitados a la lista que presentaremos a continuación:

- 1. Plataformas e Infraestructuras
 - * Arquitecturas escalables.
 - * Arquitecturas paralelas y distribuidas.
 - * Computación Cluster.
 - * Computación Grid.
 - o Grids de prueba.
 - o Grids ligeros.
 - o Computación grid de escritorio.
 - o Grids de producción
- Redes de Alto desempeño para la Ciencia y la Tecnología
 - * Computación cloud (Cloud Computing)
 - * P2P
 - * Computación de alto rendimiento en sistemas embebidos
 - * Virtualización en computación escalable y ubicua
 - * Computación verde HCP
 - * Computación colaborativa
 - * Computación de alta densidad
- 2. e-Ciencia y Aplicaciones
 - * Aplicaciones para la ciencia y la tecnología
 - * Aplicaciones industriales y de negocios
 - * Aplicaciones de salud y soluciones
 - * Aplicaciones de aprendizaje y educacionales
 - * Servicios grid
 - * Los lenguajes de programación y paradigmas
 - * Simulación
 - * Modelado
 - * Servicios Cloud

3. Tópicos especiales

- evaluación del desempeño del alto desempeño, sistemas distribuidos y escalables
 - Tolerancia a Fallas
 - Semántica grid
 - Teoría de juegos
 - Optimización
 - Seguridad
 - Grids para Economía
 - Computación verde (green computing)
-

Formato de papel para los trabajos

Los trabajos deben enviarse en formato PDF y deben seguir las pautas de IEEE (clicquee el enlace de abajo). Los artículos completos no deben excederse de 10 páginas de doble columna. De los resúmenes extendidos adaptados al formato de pósters no deben excederse de 3 páginas.

* Instrucciones de formato:

[85'' x 11'' \(PDF\)](#)

[85'' x 11'' \(DOC\)](#)

[Macros en formato latex.](#)

Fechas importantes

Propuestas:

- * Apertura para la recepción de propuestas: **26 de marzo de 2012**
- * Fecha límite para la Recepción de artículos completos: **15 de mayo de 2012**
- * Fecha límite para la recepción de posters: **18 de mayo de 2012**
- * Notificación de aceptación: **20 de junio de 2012**

* Fecha límite para la recepción de artículos: **15 de mayo de 2012**

* Fecha límite para la entrega de posters: **18 de mayo de 2012**

* Notificación de aceptación: **20 de junio de 2012**

Fecha de realización de la conferencia: del 27/08/12 al 31/08/12

Envíos: <http://www.clcar.org>

Para mayor información en español, portugués o en inglés, comuníquese a través de los siguientes correos electrónicos:

cjbarrioshernandez@acm.org

nicolas@inf.ufrgs.br

gilberto@ula.ve

APPENDIX B

TRANSLATION 2: *ORIGINAL TEXT*

Herramientas y Aplicaciones

Las aplicaciones disponibles en el Centro de Cálculo Científico de la Universidad de Los Andes son las siguientes:

- [Octave](#):
- [Abaqus](#)
- [Abinit](#)
- [R](#): Lenguaje y ambiente de trabajo para cómputo estadístico de código abierto.
- [scotch](#): Biblioteca para construir gráficos y mallas.
- [SPECFEM3D](#)

TRANSLATION 2: *TRANSLATION*

Tools and Applications

These are the available applications at the Centre for Scientific Computing at the University of Los Andes, or *Centro de Cálculo Científico de la Universidad de Los Andes*:

- [Octave](#):
- [Abaqus](#)
- [Abinit](#)
- [R](#): a language and environment for statistical computing of open source.
- [scotch](#): library designed to build graphics and meshes.
- [SPECFEM3D](#)

