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# LINGUISTIC DIMENSION OF TRANSLATING AND VALIDATING THE NEW MT. PROV. STATE POLYTECHNIC COLLEGE'S (MPSPC) VMT AND CORE VALUES: A LINGUISTIC ANALYSIS

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## ABSTRACT

The application of qualitative techniques in translation research has involved increasing attention among institutional researchers. Analyzing qualitative-translation research is a challenging process that requires skills and abilities in both the source and target languages as well as a variety of approaches and procedures in the art of translating. The research team, together with a few additional chosen external validators and translators, conducted a translation of the new MPSPC VMT (Mountain Province State Polytechnic College – Visions, Missions, and Thrusts) and Core values from source language (L2) to target language (L1). This study discusses and explores the cultural linguistic dimension involved in the translation process. An essential tactic in the L2-L1 translation process was the bilingual translation techniques that were employed, which were obtained from local translators. According to the study's findings, translation may help the college's students and stakeholders develop their understanding and translation abilities based from the translated VMT and Core Values. Therefore, the outcome suggests that, in response to the AACUP's (Accrediting Agency of Chartered Colleges and Universities in the Philippines) recommendations and for the benefit of the stakeholders, the verified translation from the research team and selected external validators be approved.

*Keywords: linguistic dimensions, L1, L2, MPSPC VMT and Core Values, Translation*

## 1. INTRODUCTION

English to Mother Tongue translation, especially in the Bontok dialect, is a practical choice for accurately, quickly, and understandably translating content from L2 (Source language) to L1 (Target language). The technique may generally be divided into two stages: learning and understanding the English source language and rearranging it into the "Bontok" target language. In Bell's (1991) translation book, it was mentioned that the translator [...] needs to have a thorough awareness of linguistics, semantics, and the cultural backgrounds of

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language users. Fundamental distinctions between English and the vernacular language make translation difficult, especially when translating from a second language (L2) to the first language (L1). The translation of the college's new VMGT under the leadership of one of the researchers on this study has been a prominent topic in translation studies in the subject Literary Criticism and Introduction to Linguistics taught by the two (2) lead researchers in this current research study, not only due to it being one of the key suggestions of the AACUP team, but also because of the syntactical structure of the lines. This study aims to analyze the translation of the syntactical structure of the new administration's MPSPC's VMT in relation to this issue, in order to provide support to the college. What are the syntactical structures of the VMT in MPSPC? This is the question hovers in the researchers' mind which ignited them to construct a study related to it. Some scholars argue that a sentence's syntactic structure can be considered long in English if it comprises a specific number of words. However, in English, a sentence's length cannot be the only factor used to determine its length. One of the study's validators claims that the modifications in expression and sentence structure make translating to one's own tongue challenging. Analyzing the VMT's English sentence structure and its translation to L1's sentence patterns and assessing the strategies and techniques used in translation are the goals of this study.

In the field of translation, there is a blending of creative and scientific components, requiring a careful consideration and comprehension on the part of translators. In connection to these, there were two (2) different sorts links found by the researchers which are crucial to this paper comprehensively. Culture and language do have a different association, even if translation theory and practice are inseparably linked. In terms of culture, everything is clear and sure because translation involves relocating two different languages, the English language and the "Bontok." The close tie between meaning and culture is similar to the close association between language and culture.

### 1.1. Theoretical Framework

This section gives a brief overview of the two theories that are important to the paper: Chau's Culture Model of Translation and Nida's Functional Equivalence Theory.

The following theories were covered to construct the theoretical framework of the study as the researchers examine the linguistic structures of the MPSPC's VGMT for the translation from English (L2) to Bontok language (L1):

1.1.1. **Functional Equivalence Theory (FET)**. In this theory, it is believed that "the relationship of the target language receptorsto the target language text should be roughly equivalent to the relationship between the original receptors and theoriginal text." (Nida, 1993, p.112) This theory's basic ideas lie in this aspect, the Notion of Equivalence (NE), which is a

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way of defining functional equivalence in translation that is to describe it as "the closest natural equivalent to the source-language message" (Nida, 1964, p.166).

- 1.1.2. **Cultural Model of Translation (CMT).** Language and culture are clearly the two dominant perspectives that make translation indispensable and complicated. With language, or differences in languages, as the main, reason for translation, the researchers translate in order to make the inter-lingual communication possible.

The translators put themselves in the reader's shoes and began recognizing the issues in order to translate from an English language in the Bontok dialect. In order to close the gap brought on by the cultural differences between the two languages, the researchers pointed the instances of cultural commonality where each language contains certain particular qualities that set it apart from others. This can be seen in the degree of word-building, abilities, strategies for joining clauses into sentences, markers of discourse, style, and text [...] etc., according to Kashoob (1995). Many of these linguistic characteristics result from the language's diversity in terms of grammatical structure and vocabulary, which are both influenced by the language's cultural focus.

- 1.1.3. **Consensual Validation (CV).** Eisner (1991) discusses the credibility of qualitative research through his contributions such as the concept of CV where he recommended credibility through the weight of persuasive evidence from seeking the opinion of others. Accordingly, this refers to the agreement among others that the description, interpretation, evaluation, and thematic of an educational situation are correct.

The researchers used the term validation to emphasize a process to solicit "judgments of the trustworthiness or goodness" (Angen, 2000) of the translated data.

Overall, the above theoretical and conceptual frameworks captured how the strategies in translating the new MPSPC's VMT defined, organized, and communicated the social and cultural expectations embedded in the texts and with an end-view of educating readers and enculturating them to the target discourse community anchoring it on the trends in the Philippine context in an effort to offer solutions to the AACUP team's recommendations.

## 1.2. Statement of the Problem

The primary goal of this study is to convert the new MPSPC VMT and Core Values from English to Mother Tongue (Bontok), based on the translation theories put out by Nida (2003) and Chao (1984).

The following are the research questions:

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1-Tory, Gideon, 1980: In Search of A Theory of Translation, Tel Aviv: The Porter Institute for Poetics and Semiotics.

2-Tory, Gideon, 1995: Descriptive Translation Studies and beyond, Amsterdam & Philadelphia: John Benjamins.

- a. What cultural linguistic traits or characteristics distinguish the new MPSPC VMT and Core Values in L2?
- b. What linguistic devices represent the new MPSPC VMT and Core Values in L2?
- c. What are the stylistic characteristics or procedures that are obvious in the new MPSPC VMT and Core Values translation from L2 to L1?
- d. How valid and reliable is the new MPSPC VMT and Core values L1 translation?

## 2. MATERIAL AND METHODS

### 2.1. Research Design

The objective of this qualitative-descriptive study is to first describe the linguistic analysis of the text—the new MPSPC VMT and Core values—before translating it into the target language, L1.

### 2.1. Research Method

Models of translating were used to provide solutions to the difficulties presented. It was based on theories of translation that view translation as merely a linguistic process. The relationship between translating and grammatical transfer is what distinguishes the chosen models. According to this viewpoint, language is considered as grammar, and translating merely entails replacing the grammar and vocabulary of one language with those of another. The precise MPSPC new administration VMT and Core Values is the document that was examined in this study. **The ideas put out by Nida (2003) and Chau (1984) served as the foundation for the models of document translation.**

### 2.3. Source of Data

The data were based on the approved new MPSPC VMT and Core values stated below and analyzed from questionnaires and interviews.

#### VISION

An internationally recognized higher education institution for cultural continuity and innovations that transforms lives and fosters sustainable development

#### MISSION

MPSPC shall pursue responsive instruction and innovation to produce resilient and productive citizens who promote transformational governance and contribute to **sustainable development while rooted in their cultural heritage**

#### THRUSTS

- T- Transformational curriculum and instruction for cultural vitality and international education
- R- Relevant production and sustainable resources generation programs
- A - Accessible and equitable learning resources and student services and development

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Translation quality assessment: "Proposing a linguistic-based model for translation criticism with considering ideology and power relations"

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It is an open access article; suggestion to atleast mentioning them for getting high, the validity and credibility of your research study, in the section of your introduction or theoretical framework, that both shape your **literature review**.

- N- Noteworthy partnerships and extension services towards sustainable communities
- S- Sustainable Development Goals integration into programs, projects, and activities
- F- Functional leadership that cultivates personnel development amidst changing higher education landscapes
- O- Organizational strengthening toward efficient delivery of services
- R- Responsive local and global linkages in harmony with the industrial revolution and transformational education
- M- Modern research-based solutions and responsive, innovative technologies through active knowledge generation

**CORE VALUES**

***Professionalism***

***Resilience***

***Inclusivity***

***Moral Integrity***

***Excellence***

**2.4. Data Gathering Technique**

The human researcher is the main tool for data collection and analysis in qualitative studies (Ary, Jacobs, & Sorensen, 2010). The researchers conducted a linguistic analysis on the new MPSPC VMT and Core values in order to collect the data.

The popular linguists' theories, which are based on a linguistic examination of the syntactical and semantic characteristics of the sentences and words in the new VMT and are grounded in Nida's (2003) FET, served as the foundation for the translations. The second hypothesis is comprised of the CMT put out by Chau (1984).

**2.5. Data Gathering Procedures**

The researchers kept in mind a number of things. Before beginning the translation process with the help of an expert translator in Bontoc, Mountain Province, the sentences and words were syntactically and semantically examined to look at the properties and characteristics of the new MPSPC VMT and Core values.

In order to understand the language disparity between the L2 and L1, it was necessary to analyze the reasons behind the challenges of translating lengthy, complex English sentences that result from cultural factors, different language families, and different language styles. This analysis focused specifically on the contents of the language disparity between the L2 and L1. Also, based on Chau's model, the researchers touched on the two different language structures. Moreover, some translation theory knowledge was replaced.

Following the translation procedure, the researchers sent necessary communications to the suggested evaluators/translators asking for their consent to assess the translation's content per word before it will be woven into lines based on the target language. Before the output is submitted to the college officials for approval, any adjustments, recommendations, and comments were incorporated.

### 3. RESULTS AND DISCUSSION

#### 3.1. What linguistic traits or characteristics distinguish the new MPSPC VMT and Core Values in L2?

##### The Linguistic Traits or Characteristics of New MPSPC VMT and Core values

The MPSPC VMT and Core Values outlines the institutional vision, mission, and objectives of the institution. It is a testament to the institution's commitment to providing high-quality education and contributing to the development of society. The linguistic traits or characteristics of the VMT reveal a thoughtful and deliberate approach to crafting a vision that is both inclusive and forward-thinking.

Analyzing the language used in the VMT, and Core Values through the lens of the CMT, this study identifies and explores the linguistic traits that distinguish the VMT's and Core Values communication style.

##### 3.1.1. Linguistic Traits of Cultural Identity

According to the CMT, language reflects cultural identity and is molded by the norms, values, and circumstances of a certain group (Goffman, 1974). It was determined via an analysis of the VMT and Core values language that a number of characteristics represent its cultural identity.

One of its key characteristics is the emphasis on innovation and change. In the VMT's line "Responsive instruction and innovation," it is expressly highlighted in the mission statement as crucial components of the college's teaching approach. The necessity of innovation is also further emphasized by the Thrusts in the lines: "Modern research-based solutions and responsive, innovative technologies through active knowledge generation" and "Transformational curriculum and instruction for cultural vitality and international education." The institution's focus on innovation reflects its commitment to the pursuit of cultural vibrancy and global education, besides adapting to the changing demands of society. A great thrust towards changes and development is indicated by the use of phrases such as "transform," "transformational," and "transform lives" in the Vision and Mission statements, based on the acronym TRANSFORM as the basis for the THRUSTS.

Another feature is a commitment to environmental responsibility and sustainability, which goes in line with one of the 17 goals on sustainable development put forward by the United Nations. Contributing to sustainable development is mentioned in the Mission, and the Thrusts emphasizing the

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importance of the line "integrating the Sustainable Development Goals into programs, projects, and activities."Based on its focus on sustainability, the college institution seems dedicated to reducing its environmental influence and promoting sustainable development practices. The inclusion of phrases on sustainability in the Thrusts and Core Values demonstrates MPSPC's dedication to environmental stewardship and social concern.

Thirdly, variety and availability are highly valued. As the mission statement states that it is committed to "*producing resilient and productive citizens*" who are "*rooted in their cultural heritage*," social attachment and the preservation of cultural diversity are prioritized. The college Thrusts emphasize the significance of transparency, which is expressed in the term "*Accessible and equitable learning resources and student services and development*" as a crucial element of the college's approach to education. Using words like "*inclusive*," "*equitable*," and "*access*" to emphasize accessibility shows that the college is dedicated to giving all students equal opportunity, regardless of their cultural background or intellectual capacity.

Based on its emphasis on "*professionalism*" as a major value, the college seems to prioritize knowledge, skill, and concern as the fourth quality.

Last but not least quality, the importance of teamwork as well as partnership mentioned in Mission in the line "*noteworthy partnerships and extension services towards sustainable communities*;"and in the Thrusts where it lay a strong emphasis on "*local and global linkages*" that it is committed to building relationships with other organizations and stakeholders in order to achieve its goals.

### 3.1.2. Linguistic Traits of Cultural Context

Additionally, the CMT emphasized how critical it is to comprehend the cultural context of language use (Gumperz, 2009). Through content analysis, the researchers discovered a number of characteristics in the VMT and Core Values' language that represent its cultural environment.

First, the references to "international education" and "global linkages" in Thrusts and Mission statements highlight a strong commitment to worldwide assignment and cooperation.

In addition, Thrusts and Core Values emphasize "active knowledge generation" and "research-based solutions," which point to the importance of having evidence-based innovation and decision-making.

Third, the use of terms such as "local linkages" and "extension services towards sustainable communities" in the Thrusts and Core Values indicates that the institution is committed to community engagement and outreach.

### 3.1.3.Linguistic Traits of Cultural Norms

The CMT suggests that cultural norms and values influence language (Goffman, 1974). The researchers found some characteristics that correspond to its cultural norms.

The first is the emphasis on "partnerships" and "extension services," which implies a value for cooperation and assistance among one another expressed in Thrusts and Core Values.

Using adjectives like "excellent," "responsive," and "responsible," which allude to a commitment to responsibility and high standards, in the Thrusts and Core Values serves as the second.

However, the third point suggests a value for lifetime learning and professional development focused in the phrases "innovation," "knowledge generation," and "continuous learning" expressed in the Thrusts and Core Values.

The language features, as seen through the CMT's lens, provide a unique profile in the VMT and Core Values representing cultural identity, context, and norms. Its emphasis on transformation, sustainability, inclusivity, professionalism, research-based solutions, community engagement, collaboration, accountability, and continuous learning reflects the commitment of the institution to foster cultural strength, international education, and sustainable development. This will give an understanding of the language features that can help in better understanding the CMT that informs the new MPSPC VMT and Core Values' communication style.

### **3.2. What linguistic devices represent the new MPSPC VMT and Core Values in L2?**

#### **3.2.1. Linguistic Devices**

The linguistic traits or characteristics of the new MPSPC VMT and Core Values were analyzed linguistically where usage of rhetorical devices like the following were emphasized:

- a. Metaphor: the following terms used in the VMT suggest a cultured considerate of metaphorical language for clear communication.

#### **VISION**

- "transforms lives" - This suggests the college being a catalyst for positive change being metaphorically compared to a transformer that changes the shape of any material.
- "fosters sustainable development" - This suggests the college as a development environment metaphorically compared to a mother nurturing the development of her children.

#### **MISSION**

- "produce resilient and productive citizens" - This metaphor implies that the college is like a production company cultivating and nurturing her stakeholders and students to become a "robust" individuals.
- "rooted in their cultural heritage" - This metaphor suggesting the college as a tree providing a sturdy underpinning for her students to grow and foster clung to their cultural heritage being the background.
- "promote transformational governance" –Another metaphor for the college being a substance that sparks new ideas and innovations.

#### **THRUSTS**

- "Transformational curriculum and instruction" - This suggests that the college is a powerful energy forcing students to optimistically move



straight forward just like a car's engine that drivesto a forward destination.

- "Accessible and equitable learning resources" - This suggests the college as an uncorroded hinge that links students to knowledge and opportunities, providing a level playing field for everyone.
- "Functional leadership" - This compares 'future' leaders who graduated from the college to technologies, suggesting that they are well-organized and operative in their own roles.
- "Organizational strengthening" - This suggests the college as a "sturdy" building that needs to still be supported and stimulated to withstand challenges that come anytime.
- "Responsive local and global linkages" - This suggests the college as a system of connections, like a spider's web, linking people and resources together.

b. Repetition: The new VMT and Core Values use of repetition creates a rhythm that emphasizes key themes.

*Sustainable Development:* The idea of sustainable development is quite clearly referenced in the VISION and the MISSION, which together underlines the need of contributory to sustainable development. The reappearance helps to highlight the meaning of sustainability in the objectives of the college.

*Cultural heritage:* This term was mentioned in the VISION like "cultural continuity and innovations", and in the MISSION like "rooted in their cultural heritage" where the college's dedication to conserving and advancing cultural heritage is demonstrated by this repetition.

*Transformational:* The THRUSTS presents a repetition of the term "Transformational" where it was presented in the letter T- Transformational curriculum and instruction, and the letter R- Responsive local and global linkages in alignment with the industrial revolution and transformational education in the acronym TRANSFORM which highlights an emphasis on repetition.

*Innovation:* another repeated term is the term "innovation" mentioned in the VISION and in the MISSION which highlights the importance of innovation in the college's goals.

*Responsive:* The THRUSTS section includes two examples of "Responsive" initiatives: (1) Relevant production and sustainable resources generating programs, and (2) Responsive local and global linkages. The repeated nature of this concept highlights the need of being responsive in the educational strategy of the college.

*Sustainable:* In the THRUSTS, the term "Sustainable" was repeated which serves to strengthen the significance of sustainability in the programs offered by the college.

*Development:* This word is mentioned under the MISSION, and the THRUSTS where repetition is done for the emphasis on the meaning of development in many surfaces of the college's mission.

These repetitions can be seen as a conscious effort to highlight some of the crucial themes that come across in the college's objectives and mission.

- c. Rhetorical Devices. The following were devices drawn from the data.

#### **VISION**

##### *Assonance and Consonance*

These are rhetorical devices commonly found in all the lines. Examples of these devices are found in the line: "*An internationally recognized higher education institution*". Assonance which is a repetition of vowel sounds is produced in the vowel "a"; "i"; "e"; "o"; and "u"; and the consonance which is the repetition of consonant sounds are produced by the consonant "N"; "L"; "R"; "T"; "K", etc.

#### **MISSION**

##### *Allusion*

Another rhetorical device is the Allusion that is found in the line "*shall pursue responsive instruction and innovation*" is a referral to the concept of search, suggesting a sense of enthusiasm and obligation in order to carry the college's pledge to its mission.

##### *Hyperbole*

This device is found in the line "*produce resilient and productive citizens*" which gives importance to the college's role in producing accomplished and talented professional citizens.

#### **THRUSTS**

##### *Repetition*

The repeated words like "transformational," "sustainable," and "innovative" produce an emphasis on the sense of status and supports the college's priorities.

Overall, the above rhetorical devices explored aim to generate a sense of agreement, standing, and responsibility to the college's VMT.

- d. Formal Language: The VMT and Core Values can also be analyzed using sociolinguistic theories.

##### *Syntax*

The text includes an arrangement of statements, each characterized by its unique structure: (a) VISION (a standalone sentence); (b) MISSION (a paragraph comprising many sentences); and THRUSTS (in the form of an acronym). Each phrase follows to a conventional grammatical framework, characterized by a distinct subject-verb-object (SVO) arrangement.

##### *Semantics*

The text includes a blend of theoretical and practical ideas, including: (a) "cultural continuity and innovations"; (b) "resilient and productive citizens"; (c) "transformational governance"; (d) "sustainable development"; and (d) "cultural heritage". The text utilizes several categories of relationships, namely: (a) Spatial: "internationally recognized"; (b) Temporal: "transform lives" and "foster sustainable development"; (c) Causal: "engage in responsive instruction and innovation" to achieve particular results. The text employs metaphors, such as "transforming lives" and "rooted in their cultural heritage", to suggest vivid images and effectively communicate the philosophy of the college.

#### *Pragmatics*

The purpose of the text is to communicate the mission, values, and objectives of the college to numerous stakeholders where the language is characterized by its formality, professionalism, and refinement, indicating a strong emphasis on reliability and reputation. Employment of specialized vocabulary such as "sustainable development" and "transformational education" suggests a deep level of knowledge and dedication to the subject matter.

#### e. Formal Language Elements

##### *Variables*

The text employs "lives", "citizens", "sustainable development", and "cultural heritage" as variables to represent abstract ideas. The text integrates ideas that includes "internationally recognized", "responsive instruction", and "innovation" to express detailed values and principles.

##### *Functions*

The text uses functions such as "transform lives", "production of resilient citizens", and "contribution to sustainable development" to clear the objectives and activities of the college.

In summary, the researchers' investigation of formal language validates that the mission statement is precisely designed to effectively communicate the beliefs, objectives, and principles of the college in a straightforward and concise way. The linguistic style is characterized by formality, professionalism, and refinement, indicating a considerable degree of integrity and knowledge.

#### f. Technical Language: The VMT and Core Values use of technical language which suggests a commitment to academic accuracy and knowledge.

##### *Technical terms and jargon*

This suggests a focus on preservation of cultural heritage alongside an acceptance of innovation and change as noted in the subsequent lines:

*Transforms lives and promotes sustainable development:* This implies that a commitment to directly educate the lives of stakeholders, while at the same time prioritizing sustainability principles.

*Responsive instruction and innovation* referring to the practice of adjusting teaching methods to provide to the specific requirements of students, while also embracing elements of innovation and creativity.

*Transformational governance* which refers to the emphasis on helping positive change and common transformation among the society via the implementation of effective governance and leadership.

*Sustainable development* which is an important idea in the text, highlighting the need of consistent economic, social, and environmental aspects to achieve long-term safety.

*Curriculum and instruction for cultural vitality and international education* which stresses the relevance of cultural heritage and international education in defining the curriculum and instruction.

Heavily influenced by technical jargon in development, sustainability, and higher education, the VMT and Core Values impact the community at sustainability in higher education. Such language suggests an emphasis on pragmatic application of academic constructs to addressing the problems of the world. The texts also highlight the significant role that relationships, leadership and innovation play in its successful pursuit of its objectives. The use of phrases like "functional leadership" and "accessible and equitable learning resources" suggests a commitment to advancing inclusivity and social justice. The text's focus on sustainability, cultural heritage, and international education points to a conscious attempt to promote cooperation and understanding across borders. All taken together, there is a certain formal, technically oriented tone; probably, as it is professionally or academically addressed to the reader, the text tells the reader clear information about which goals and in which priorities the institutions are interested.

In summary, the VMT and Core Values linguistic elements depict an intentional and logical process of an inclusive and progressive vision. From this perspective, VMT aims at delivering quality education and furthering social development by embracing the following core values: partnership, innovation, inclusivity, sustainability, and leadership. The paper exudes professionalism and authority by using formal language and other linguistic devices showing commitment to academic knowledge and consistency by using technical terminologies.

Eventually, the VMT and Core Values is an inclusive statement that speaks the institution's vision, mission, and thrusts. The linguistic features or characteristics reveal a commitment to excellent teaching and the promotion of society's advancement.

### **3.3. What are the stylistic characteristics or procedures that are obvious in the new MPSPC VMT and Core Values translation from L2 to L1?**

Some stylistic features and practices embedded in the VMT and Core Values that are only superficial are identified by the researchers as follows:

1. *Simple vocabulary*: The translation uses simple vocabulary and short sentences which are easily accessible to a broader audience.

2. *Cultural adaptation*: The use of terms such as "promote transformational governance" and "cultural heritage" gives the impression that the translation is trying to fit the content to the local cultural context.
3. *Simple Language*: The text seems to have fewer complex grammatical structures and fewer technical terms intended to make the text more readable for a non-specialized audience.
4. *Emphasis on key concepts*: Texts like "sustainable development," "transformational governance," and "cultural vitality," are important themes for the target audience.
5. *Native Terminology Usage*. The text incorporates L1 terminology and phrases, such as "*sukisok*" meaning "research," suggesting that the translation is attempting to use local language and expressions to convey the message.
6. *Focus on readability*. The text is written in a clear and concise style, with short paragraphs and headings intended to make it easy to read and understand.
7. *Transcreation rather than direct translation*: The translation does not appear to be a direct word-for-word translation but rather a rephrasing of the original text to better convey the intended meaning and tone in the target language.

*Incorporation of local flavor* is another characteristic where the usage of phrases like "*kaili-ilinsilufong*" (international); "*ab-afikash ay umili*" (resilient citizen); "*entotongcho ay enachalan*" (higher education); "*falo ay kha-eb*" (innovations); (sustainable development); "*panag-faon ay nalaka ay matongpar*" (responsive instruction); "*programa ay marwefansilii*" (sustainable development) suggest that the translation is attempting to incorporate local flavor and context into the text.

Overall, the MPSPC VMT translation from L2 to L1 appears to be a careful consideration of cultural adaptation, linguistic simplification, and emphasis on key concepts, with a focus on readability and transcreation rather than direct translation.

### **3.4. How valid and reliable is the new MPSPC VMT and Core Values L1 translation?**

The new MPSPC VMT and Core Values translation, which stands for "Vision, Mission, Thrusts, and Core Values" of the institution, represent the intent and goals set by the vision of the institution. However, the validity of this translation or its reliability shall be very relevant in order not to mislead this translation into conveying the wrong impressions of the mission and values by the institution's vision. In this research, the external experts on translation have

been called upon to examine the reliability of the new translation of MPSPC VMT and Core Values so as to validate the outcome.

**Table 1. The new MPSPC VMT and Core Values L2 to L1 Translation**

L2 Version VISION	L1 Version IT-ITAW
An internationally recognized higher education institution for cultural continuity and innovations that transforms lives and fosters sustainable development.	Nan entotongchu ay en-atsalansankaili-ilinsilufongpalasann... uloy ay ukhalisaniliya nan falo ay kha-eb ay mangposipussanfyag ay fanagsimarwefansiumili.
<b>MISSION</b> MPSPC shall pursue responsive instruction and innovation to produce resilient and productive citizens who promote transformational governance and contribute to sustainable development while rooted in their cultural heritage.	<b>NAN MA-ANGNEN</b> Nan MPSPC et unuchenna nan pamagfa-on ay nalaka ay matungparya nan falo ay kha-ebtapnuumipafuskarsi abafikashyanakedse ay umilisanenfab-aliw ay panagpangpangulu ha-et umigwasimabmabfyag ay fanag ay narpusanlamot nan khaug-ukhaliyan ay tawidsinanumili.
<b>THRUSTS</b> T- Transformational curriculum and instruction for cultural vitality and international education.	T - mafab-aliwan ay maisuluyapanang-isulupalasinankulturayaatsarsikateketekken ay il
R- Relevant production and sustainable resources generation programs	R- Programa ay nabfekashyamamarweb
A - Accessible and equitable learning resources and student services and development	A-nawayaya mis-o ay serbisyopalanankasapulansiiskwilayamarwefantsa.
N- Noteworthy partnerships and extension services towards sustainable communities	N- kadsatsayaw ay pang ugfuyaserbisyo'yanwa-anwa palas nan marwefansiili.
S- Sustainable Development Goals integration into programs, projects, and activities	S- maitsad - uman nan khutoksiprograma'ymarwefansiiliisanproyektoyatapina madno.

Comment [YASHEL10]: Not in here, It must be placed at the first of the section of your result and discussions. Be a pated under each of its subcategories or sub-titles.

<b>F-</b> Functional leadership that cultivates personnel development amidst changing higher education landscapes	F- panagpangulo'ysififiyag ay mangtak-tsoisnankhawsiansienmadnuulaywadayenfaliwisnankwilaan.
<b>O-</b> Organizational strengthening toward efficient delivery of services	O- paffikhasen nan oryonpalasnankhawig-khawis ay serbisyo.
<b>R-</b> Responsive local and global linkages in harmony with the industrial revolution and transformational education	R – natagtakho ay miki-ugfuwanisnaniiyatapina ay kaili-ili nan lufong.
<b>M-</b> Modern research-based solutions and responsive, innovative technologies through active knowledge generation	M- moderno ay panag-sukisok is mangsolbarsiprolama, makasungfatyafalo ay teknolhiya ay igwansialisto ay panag-atsar
<b>CORE VALUES</b>	
<i>Professionalism</i>	Kalidatsi am-in
<i>Resilience</i>	Fumikashan
<i>Inclusivity</i>	Mitapyan
<i>Moral Integrity</i>	Ukhali ay enkhawisan
<i>Excellence</i>	Kedser

*The Reliability of the Translated VGMO from the external Translators*

The aim of the translation process is a semantic equivalency between the L2 and the L1, despite the mentioned lack of reliability involved in translation practice. It was suggested to employ reliable bilinguals in the translation of these qualitative research materials from the L2 into the L1, according to Chau's (1984) paradigm of translation. For authenticity and equivalency, reputable multilingual translators reacted on the translations presented to them.

Eisner's CV was adapted for the opinion of other external translators after a complete reviewing of the selected translation to validate and then agreed upon its translation and relevance from L2 to L1.

The content validation and reliability of the of an external translator was done at MPSPC, Bontoc campus from June to July, 2024 with two (2) internal evaluators and validators who were selected by the researchers. One of them commented when asked about the unanimous decision of choosing Chapap's validation by mentioning:

*"(...) a thorough grasp of translation requires exposure to vocabulary use in a variety of settings and the*

*development of word awareness, especially when using translations from the mother tongue”.*

Considering Chapap's background in Bontok language translation, the researchers were rather contented with her translation contribution. She used techniques to translate, concentrating first on the vocabulary item by researching the target term. Her translation is really satisfactory and easily understood.

To analyze the translation with Chapap's approval, the researchers finally analyzed the new MPSPC's VMT and its Core Values. Firstly, the translation appears to be clear and concise, conveying the institution's vision and mission effectively. The vision statement "*mangukatsanfyag ay fanagsimarwefansiumili*" (*transforms lives and fosters sustainable development*) is broad and inclusive, suggesting that the institution is committed to making a positive impact on society. The mission statement "*nan falo ay kha-ebtapnuumipafuskarsi ab-afikashyanakedse ay umili*" (*produce resilient and productive citizens*) is specific and measurable, indicating that the institution is focused on producing graduates who can contribute to society.

However, there were some unclear terms concerns over the reliability of the translation for not have specific details on its intention to comprehend its vision and mission. Like for instance, in the Vision, it does not provide clear examples of how the institution can transform the lives of the students or create sustainable development. The Mission, on the other hand, does not summarize what it means by "*ab-afikashyanakedse ay umili*" (resilient and productive citizens) or how it will create them.

In addition, the THRUSTS listed seem to be interrelated with each other in some ways, and from this, a coherent story line would be derived that connects them together. Thrusts cover various areas or domains, such as "*matken ay masulu*" or transformational curriculum, "*nabfekashyamamarweb*" or generation of sustainable resources, "*nawayaya mis-o ay serbisyopalanankasapulansiiskwila*" or accessible learning resources, and "*nan khawis ay enfinatsangan*" or noteworthy partnerships. These thrusts are essential in themselves; however, they provide a coherent understanding of the overall strategy of the institution.

Furthermore, the listed CORE VALUES seem generic and contains in-depth translation. The values listed are important to any educational institution, and they do provide a unique perspective on what sets this institution apart from others. For example, while "*Nan kalidadi am-in [ay takho]*" (professionalism) is an important value in any institution, it actually gives a sense of how such an institution would place professionalism into its priority scale and what kinds of behaviors or attitudes are actually required from faculty and staff.

## **4. CONCLUSION**

### **4.1. Conclusions:**

In summary, the new MPSPC VMT and Core Values translation is precise and clear, even though it just gives a broad summary of the institution's



VISION and MISSION. The institution utilized specific vernacular language (L1) that includes specific details about how it will accomplish its objectives. The acronym TRANSFORM is formed by the THRUSTS stated, which is related to one another through a distinct narrative thread. As a result, depending on this translation to accurately convey the institution's vision and objective is straightforward.

In conclusion, the new MPSPC VMT and Core Values translation is reliable because of its straightforward specificity in L1 translation, even though it offers some insight into the institution's vision and objective, however, it only depends to those who can understand the Bontok dialect.

#### 4.2. Recommendations:

It is advised that the translation be utilized as a trustworthy resource for comprehending the goals and objectives of the institution and allow students to analyze what does it emphasize.

The institution ought to keep developing the translations and make sure that the goals and objectives of the organization are shared to all.

Taking all these into consideration, the translation of the new MPSPC VMT and Core Values gives a very good foundation to understand the objectives and purposes of the institution. However, because of the institution having a diversified students' population of whom some cannot understand Bontok dialect, by implementing the above recommendations, the institution is able to perfect the translation in other dialects and ensure it is an in-depth and trusted expression of the vision and mission of the institution.

## COMPETING INTERESTS

Authors have declared that no competing interests exist.

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**Comment [YASHEL11]:** Please read and reference the related articles from these two scholars in this field of TQA, in the section of in your reviewing studies: [Katharina Reiss](#) and also, [Mehrnoosh Pirhayati](#)

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#### **DEFINITIONS, ACRONYMS, ABBREVIATIONS**

Here is the Definitions section. This is an optional section.

**MPSPC:** Mountain Province State Polytechnic College

**VMT:** Visions, Missions, and Thrusts

**L1:** Target Language

**L2:** Source Language

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