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DIVISIÓN ACADÉMICA DE EDUCACIÓN Y ARTES



**“ANALYSIS OF CULTURAL AND SOCIAL NORMS
IN THE ENGLISH-SPANISH TRANSLATION OF
LOUISA MAY ALCOTT'S LITTLE WOMEN”**

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**“ANALYSIS OF CULTURAL AND SOCIAL NORMS IN THE
ENGLISH-SPANISH TRANSLATION OF LOUISA MAY ALCOTT’...**

 Universidad Juárez Autónoma de Tabasco

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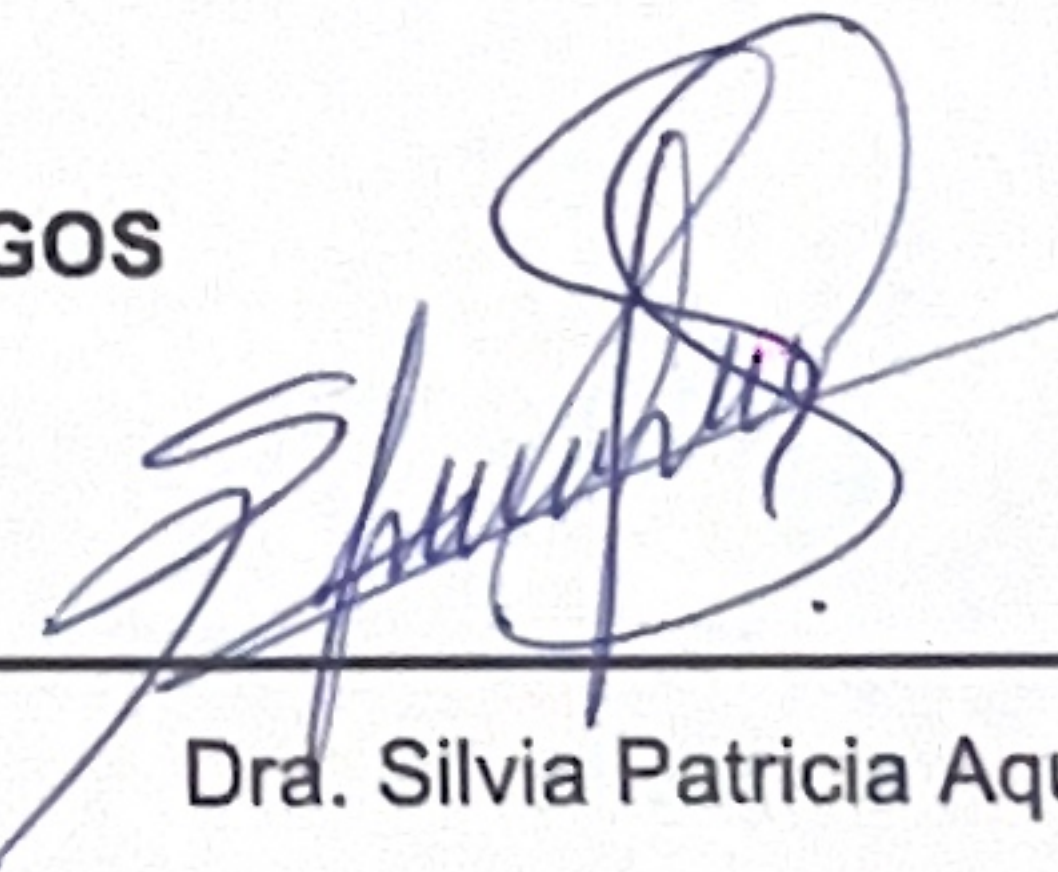


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A mi hermana

La persona más importante de mi vida, mi mayor ejemplo a seguir e inspiración. Sin tu ayuda no hubiera logrado estar donde estoy, tu apoyo incondicional me mantuvo a flote todo este tiempo, siempre te estaré agradecida por nunca dejarme sola y hacerme feliz en todo momento, te amo incondicionalmente.

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Analysis of Cultural and Social Norms in the English-Spanish Translation of Louisa May Alcott's "Little Women"

Selene Torres Rodríguez

Abstract

Around the world, literary translation is recognized as a complex act of intercultural communication that goes beyond linguistic transfer. At the international, national and local level, translation research has rightly focused on linguistic identity and little studies have been implemented through methodological rigour, therefore, there is a need of empirical studies that use a robust theoretical lens and conduct a fine-grained, textual analysis and some linguistic concerns in translating novel's cultural emerge, what cultural and social norms characterize the 19th-century America represented in Louisa May Alcott's "Little Women"? What translation shifts occur in the Spanish version when rendering cultural and social norms?. Based on that, the present study analyzes the novel "Little Women" and its translation into Spanish, specifically the reason why the translator decided to translate a sentence or expression in a certain way, particularly in terms of its cultural and societal context. It is assumed that Louisa May Alcott's "Little Women" is a product of its time and is deeply embedded with the specific cultural and social norms of 19th-century. By adopting a qualitative approach through an explanatory case study design within Descriptive Translation Studies (DTS), this research systematically collected, organized and analyzed data using a validated concentration table to enable a comparative analysis. Therefore, this instrument allowed an in-depth analysis of eighteen textual extracts categorized into cultural norms (slang, idioms, religious beliefs) and social norms (gender roles, family dynamics). The results highlight the complexity of literary translation and how the role of the translator is not merely linguistic, but more as a cultural mediator that has to balance its translation.

Key words: Literary translation, Descriptive Translation Studies, cultural norms, social norms.

Resumen

A nivel global, la traducción literaria ha sido considerada como un proceso complejo en el contexto intercultural que va más allá de la transferencia lingüística. A nivel internacional, nacional y local, diversos estudios en traducción se han centrado en analizar la identidad lingüística y pocos se han implementado con solidez y rigor teórico-metodológico, lo cual lleva a la necesidad de implementar estudios empíricos que utilicen una postura teórica sólida mediante un análisis textual detallado, esto supone cuestionar los procesos lingüísticos en la traducción específicamente de novelas culturales ¿qué normas culturales y sociales caracterizan a la América del siglo XIX representada en “Mujercitas” de Louisa May Alcott? ¿qué cambios de traducción ocurren en la versión en español al representar las normas culturales y sociales? Con base en esto, el presente estudio analiza la novela “Mujercitas” y su traducción al español, específicamente la razón por la cual el traductor decidió traducir una frase o expresión de cierta manera, particularmente en términos de su contexto cultural y social. Se asume que “Mujercitas” de Louisa May Alcott es un producto de su tiempo y está profundamente arraigada en las normas culturales y sociales específicas del siglo XIX. Mediante un enfoque cualitativo, a través de un estudio de caso explicativo dentro del marco de los Estudios Descriptivos de Traducción (EDT), esta investigación recopiló, organizó y analizó sistemáticamente datos utilizando una tabla de concentración validada para otorgar un análisis comparativo. Este instrumento permitió un análisis exhaustivo de dieciocho fragmentos textuales categorizados en normas culturales (jerga, modismos, creencias religiosas) y normas sociales (roles de género, dinámicas familiares). Los resultados resaltan la complejidad de la traducción literaria y cómo el rol del traductor no es meramente lingüístico, sino más bien el de un mediador cultural que debe equilibrar su traducción.

Palabras Clave: Traducción literaria, Estudios de traducción descriptiva, normas culturales, normas sociales.

Introduction

In recent years, literary translation has become more than just translating word by word any type of book, it is a complex task in which the translator has to make crucial decisions to deliver the “best” product they can to readers. The aspects taken into consideration go beyond a simple understanding of the source and target language, they also involve a vast knowledge of the cultural and social context of the book, idiomatic expressions, and awareness of the target audience. Therefore, it is crucial not to determine if a translation is “good” or “bad” just by analysing the fidelity of the source text, but to investigate and analyse the societal and cultural norms that led to the final product.

Consequently, there is a considerable lack of academic studies that focus solely on the analysis of cultural and societal norms in books like novels, specifically in classics which have thousands of translations around the world. For this reason, the present study decides to apply Gideon Toury’s Descriptive Translation Studies to address these gaps. By utilizing a qualitative case study with a concentration table as an instrument, this research provides a textual analysis of the classic novel by Louisa May Alcott, “Little Women”.

Therefore, this study employs three main research questions: What cultural and social norms characterize the 19th-century America represented in Louisa May Alcott’s “Little Women”? What translation shifts occur in the Spanish version when rendering cultural and social norms? What translation norms (adequacy or acceptability) can be inferred from these shifts?. In addition, the principal objective is to analyze the novel “Little Women” and its translation into Spanish, specifically the reason why the translator decided to translate a sentence or expression in a certain way. In order to achieve this, the study centers on identifying specific norms in the source text, categorizing them to analyse through the DTS framework the extracts of the novel and how they are represented in the target text.

To cover thoroughly these findings, this research is organized into four main chapters. Chapter 1 discusses the background of the study, examines the main concepts such as cultural and social norms, and also outlines the research gaps. Chapter 2

explores the research approach and design of the explanatory case study. Chapter 3 presents the data selection process and the result of the comparative analysis. Finally, Chapter 4 provides the discussion of the study and concluding remarks on the research.

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Chapter 1

1.1 Background to the Study

All over the world, literary translation can be recognized as a intricate act of intercultural communication, such act transcends the aspect of linguistic transfer; as a result, analysing how socio-cultural elements affects the translation process has gained importance in academic research. In the same way, researches have focus on analysing the impact of feminism in translation, this reveals a growing interest in topics like power dynamics and identity processed across languages (Isra & Yasmin, 2022). Others researchers concentrate in investigation lines such as the evolution of woman in social context through literature among cultural periods (Dimitruk et al., 2025). Nevertheless, translation in novels from cultural periods face challenges in the preservation of cultural essence in literary translation (Khaled, 2020).

In Mexico, the field of literary translation face linguistic, social and cultural considerations, specifically the tension between preserving local variants and the preference for using a “neutral” Spanish, in this way the translation process has been implemented by directly analysing the neutralization in Mexican literary translation to avoid linguistic diversity. For this reason, the work of the translator has been analyzed in areas such as literacy, ethics, and the sociopolitical challenges of translating poetry (Hedeen, 2019). Thus, the creativity might have consequences based on the type of translation tool implemented (Jandová, 2017), which could modify the reception of foreign literature within the country.

Therefore, in Mexico little specific studies on literary translation, particularly the analysis of social aspects in classic novels have been implemented in the local corpus. There is a need of analyzing the relationship between an original text or book and its translation into another language (Arief & Asmarani, 2019; Isra & Musarat, 2022) using rigorous methodological and theoretical framework to classical novels to comprehend the

context, explore certain translations differences and how socio-cultural factors influence translation studies. Based on previous research gaps, there is a need of implementing research methods that can explain the relationships between translations, socio-cultural norms and context.

Based on the literature review, two main challenges were identified that will be addressed during this research. In the first case, the challenge of maintaining in the Spanish translation the original cultural and societal context of the 19th century in the United States, which can lead to potential misinterpretations or loss of meaning for target readers.

On the other hand, translating idiomatic expressions, colloquialisms and culturally specific references can represent a problem since some of this have no direct equivalent in Spanish, resulting in a dilution or distortion of tone and meaning of the original text. Therefore, the present study aims to set a precedent for future scholarly work within the Modern Languages program, fostering a research culture that connects local academic training with international and national debates in the discipline of language translation.

1.2 Cultural Norms and Social Norms

Some pioneer authors affirm that literary translation hold a complex cultural practice which is expanded far and beyond linguistic changes (Gordon, 2019). The process of translation literature for example novels, poems, plays and other type of texts, from one language to another implies mediation of social and cultural meaning. For instance, in the 19th century, especially in the United States, some important novels have been translated and adapted into multiple Spanish versions over the years. These works illustrate how literary texts can go across time. In translation studies there is the need of reinterpretation and renegotiation of the cultural realities that are embedded in the original context. Therefore, literary translation requires a process of recreation of tone, stylistic texture, ideological position, and emotional aspects that target readers might experience between both versions. Thus, the present study relies on identifying the translation of cultural and social norms which are understood as a form of behaviour, values and beliefs within Spanish depiction of nineteenth century.

Therefore, in research translation studies, it is relevant to understand that translation is more than a simple function or connection between languages. Over time, translation involved a process of reinterpreting and renegotiating cultural realities from that specific context where a text emerged (Munday, 2016). Literary translation is the process of translating literary works from one language to another, this type of translation does not focus solely in word by word conversion; it requires aspects such as capturing the tone, style, cultural nuances, and emotional impact of the original work (Bantinaki, 2019). The goal is to create a translated version that will give readers in another language

the same artistic and emotional experience as the original text. The standard view is that literary translation represents a distinctive kind of translating because it is concerned with a distinctive kind of text. The theory of text types, which seeks to classify texts according to their functions and features, duly places literary texts in a class of their own. The literary translation involves a wide variety of topics to be analyzed, in this particular case, the focus will be the analysis of cultural and social norms in the Spanish Translation. Social and cultural norms are rules or expectations of behaviour and thoughts based on shared beliefs within a specific cultural or social group (Sun, 2022; Who, 2009).

1.2.1 Cultural Norms

Defined as the shared standards, beliefs, and expectations that guide behaviour within a specific cultural group (Sieck, 2021). In this study, this construct will be operationalized by analyzing elements such as religious and moral values, social and class differences, and period-specific slang and idiomatic expressions in "*Little Women*."

1.2.1.1 Religious and Moral Values

To understand how the core of a society is built, analyzing religious aspects that constitute it is an effective way of understanding its values. Religion and morality are often tied hand by hand in many cultures, specifically in those in which religion has a major influence on its people. It is through religion that we can learn the "moral priorities" people hold. The setting of "*Little Women*" takes place in a time when the United States society based its morals and ideologies on Christianity. This can be observed in the book, as the plot is structured around the allegorical tale *The Pilgrim's Progress* by John Bunyan.

1.2.1.2 Social and Class Differences

Social differentiations refer to the distinctions made between social groups and individuals based on biological, physiological and socio-cultural factors such as gender, age, race and nationality (Slariya, 2025). In a book such as "*Little Women*", social values

and class differences cannot be ignored. These aspects are not used simply to create a background for the characters, they also give them unique personalities and convey more than just a story to the readers. The difficulties women had to deal with in the 19th century because of the Civil War, coupled with the immense differences in how people were treated based on their economic situation and social class, are the heart of Louisa May Alcott's novel.

1.2.1.3 Slang and Idiomatic Expressions

Slang and idiomatic expressions are critical cultural elements in the context of *"Little Women"*, the vocabulary used in the 19th century is quite different from the one read in contemporary English novels. The influence of Victorian slang words and idiomatic expressions was common in the United States, a reflection of this can be seen through expressions such as "Lapse of lingo" that have roots in Latin that enhance the social context. This way of "speaking" constitutes the vocabulary of the characters' daily lives, which leads to one of the most significant challenges for translators.

1.2.2 Social Norms

Social norms can be understood as the rules or expectations of behaviour that are considered appropriate within a social group, held in place by reciprocal expectations and often resistant to change (Paluck & Ball, 2010). In this research, the main manifestation of this construct will be the examination of gender roles viewed through dialogues, characters' actions and the societal pressures in the New England place in the 19th century. Another factor that has to be deeply analysed is the family dynamics described in detail in Louisa May Alcott's *"Little Women"*.

1.2.2.1 Gender Roles

One of the principal factors in this study's object of analysis, is the portrait of gender roles, which take an important purpose in Louisa May Alcott's work. In English literature a topic of debate through the years has been gender roles, and its impact over the years

has gained greater significance in feminist critiques. These roles concern a wide range of aspects that contribute to the societal expectations and behaviours associated with a specific gender in a certain period of time. As Harper (2025) remarks, over the years gender roles have been represented in literature through different stereotypes, often describing men as dominant, assertive and rational, while women are often portrayed as submissive, nurturing and emotional.

1.2.2.2 Family Dynamic

Can be refereed as patterns of interaction and relationships between family members, this influence their behaviours, communications and emotional connections (Fiveable, 2024). The family plays an important role in “Little Women”, creating a vital connection amid the context and the own interpretation of the reader; this connection permits readers to relate to the characters and their situations. The text provides insight into the author’s social context, the author portrays her idea of how family was supposed to function, also the vocabulary used in daily interactions reveal the underlying societal norms.

1.3 The functionalist approach: Skopos

The functionalist approach of Skopos Theory, developed by Vermeer (Munday, 2016), is what leads this analysis; the theoretical framework posits that the principal determining any translation process is the purpose, or skopos, of the target text (Munday, 2016). But, unlike traditional theories that give priority to strict linguistic equivalence, Skopos Theory argues that translation strategies are dictated by the function the text is meant to fulfil in the receiving culture. To implement this angle at a socio-cultural level, this study also incorporates Venutis (2018) framework; while Vermeer's theory explains the general objective behind the translation, Venuti's concepts provide a robust lens to categorize the specific strategies utilized to achieve it as either domestication (adapting the text to target-culture norms for easier comprehension) or foreignization (preserving source-culture norms to retain the text's foreign character) (Venuti, 2018). Therefore, by

combining both theories, the study can systematically describe whether the translator's main *skopos* was to faithfully reproduce the 19th century American context for Spanish readers or to adapt it to align more precisely with contemporary Hispanic expectations.

1.4 Previous Research on analyzing trends in novel translation

At the international level, some studies provide diverse models for translation analysis. Isra and Yasmin (2022), using feminist theory and a quantitative systematic review, analyzed trends in novel translation, finding a recent surge in feminist approaches. Nugroho and Asmarani (2019) employed Skopos Theory in a descriptive analysis of Javanese poetry, using a text-comparison instrument to find that translation choices served specific communicative purposes. Khaled (2020), through a qualitative text analysis, proposed a hybrid of implantation and transference strategies for literary works. Similarly, Valdeón (2018) conducted a cross-linguistic theoretical analysis to advocate for updated concepts in translation pedagogy. The similarity across these studies is their focus on the translator's strategic intervention. The key difference and gap are that none focus specifically on the systematic translation of 19th-century American social norms in a canonical novel like "Little Women."

At a national level, Mexican researchers offer insights into cultural adaptation. Using discourse analysis Serrano (2023) studied a corpus of texts on neutral Spanish in Mexican translations, finding a trend that threatens linguistic diversity. Hedden (2019), in a qualitative essay grounded in personal experience, analyse her own poetry translations, reflecting on socio-political and ethical challenges. These studies have something in common, they share a concern for the cultural impact of translation in Mexico; nonetheless, their focus is either on meta discourse about translation or the poetic genre which differs from the focus on social and cultural norms of this study. Is important to mention that no national study was found that conducts a systematic, theory-driven comparison of social norms in the original version of "Little Woman" and its Spanish version.

An extensive review of local research from Tabasco, particularly within UJAT's Modern Languages program, revealed a significant gap in this area. No prior studies were

identified that focus on the analysis of social and cultural aspects in literary translations using a comparative text-analysis methodology. This absence highlights the pioneering nature of the present investigation within its immediate academic context and underscores the need to cultivate this specific line of research.

1.5 Rationale

This research can be justified by its significant theoretical and methodological contributions; for example, theoretically, it addresses a critical gap by methodically applying Gideon Toury's Descriptive Translation Studies (DTS) to literary text. This theory is a foundational support on describing norms, its explicit application to deconstruct the translation of specific, social norms in "Little Women", offers a novel analytical perspective, moving over broad theoretical discussion to an empirical case study that can reveal the concrete norms governing cultural transfer. Methodologically, the study provides a robust model for translation analysis by integrating a qualitative, explanatory case study design with a structured data collection instrument, a concentration table. This approach ensures a replicable and transparent process for identifying and categorizing translation shifts, offering a clear path from textual evidence to explanatory insights about translational behaviour. At a local level, it can establish a vital precedent for methodologically research within the regional academic context, enhancing the research capabilities of the Modern Languages program.

1.6 Feasibility

In addition, this investigation is highly feasible due to the accessibility of its core materials and its clearly bounded design, both objects of study, the original English version of "Little Women" and its Spanish translation are available in both digital and print formats. Thus, the explanatory case study design is focused on a single text, which makes the scope manageable within time and resource limitations. The instrument, a structured concentration table, is centred on qualitative textual analysis and does not require specialized software or funding, and can be conducted by a single researcher, but for

ensure methodological soundness and support throughout the process, a guidance from a research advisor can guarantee the projects successful completion.

1.7 Ethical Considerations

The present study adheres to the highest standards of academic integrity, it is based on the analysis of published novels, and it falls under the category of exempt research. The main ethical consideration is the rigorous avoidance of plagiarism. Likewise, all direct quotations from the original text and its translation (Alcott, 1868; Lojero Guevara, 2023), and secondary scholarly sources, will be properly cited using APA 7th edition guidelines; the intellectual contributions of all cited author are completely acknowledged in order to ensure academic honesty. Overall, the analysis will present the translator's work fairly and objectively, interpreting choices within the DTS framework without misrepresentation.

1.8 Research Gaps

The literature review reveals linked gaps in modern translation research. Specifically, the application of both Skopos Theory (Reiss & Vermeer, 2013) and Descriptive Translation Studies (Toury, 2012) to the transfer of social and historical norms in canonical literature remains little-studied. Studies often focus on linguistic equivalence or specific themes like feminism, but a systematic, DTS-driven analysis that treats a translation as a cultural artifact shaped by norms of "adequacy" or "acceptability" (Toury, 2012) is lacking for a text like "Little Women". This represents a significant theoretical-applicative gap. Mexican translation research has rightly focused on linguistic identity (e.g., neutral Spanish), but this has created a methodological gap; there is a scarcity of empirical studies that use a robust theoretical lens like DTS to conduct a fine-grained, textual analysis of how these macro-level linguistic concerns manifest in the micro-level decisions of translating a novel's cultural fabric.

Furthermore, in the south-east of Mexico there is an absence of any dedicated research, therefore there is the need of research on translation studies that highlight a critical need to cultivate theoretically-informed and research that implement

methodological rigorous translation studies within the regional academic context specifically in language higher education. This project thus seeks to bridge the international-theoretical gap through a DTS analysis, address the national-methodological gap with a structured textual case study, and fill the local-foundational gap by pioneering this line of inquiry.

1.9 Research Questions

Based on these research gaps some research questions emerged: What cultural and social norms characterize the of 19th-century America represented in Louisa May Alcott's "Little Women"? What translation shifts occur in the Spanish version when rendering cultural and social norms? What translation norms (adequacy or acceptability) can be inferred from these shifts?

Chapter 2: Methodology

This chapter describes the methodological framework implemented to achieve the research objectives. As mentioned previously, the topic of this research is the analysis of cultural and social norms in the English-Spanish translation of *Little Women* by Louisa May Alcott. To carry out this analysis, the selection of a suitable approach, method, and focus is of the utmost importance. A qualitative research method was selected as the most appropriate to accomplish this research. This approach will allow for a comparison of the original text with its translation, which will then be analyzed using the theory of Toury (2012) to enrich the analysis of cultural and social norms.

Moreover, to facilitate comprehension of the methodological framework, this chapter is organized as follows: First, the research objectives will be described. It then defines the research approach, providing explicit definitions of the methods that will be used, followed by the research design, the unit of analysis, and its context. Lastly, the chapter describes the data collection instrument, the validation process that was carried out, and the method for data analysis.

2.1 Research Objectives

The main objective of this research is to analyse the novel "*Little Women*" and its translation into Spanish, specifically the reason why the translator decided to translate a sentence or expression in a certain way, particularly in terms of its cultural and societal context. To achieve this objective, it is vital to carry out an examination of how the cultural nuances, societal norms and historical values portrayed in the original text are preserved, adapted or altered during the translation process.

For instance, the study aims to explore the influence of these translation techniques and choices on the reception of the Spanish translation within the target readers, also investigating how such adaptations can influence the understanding or interpretation of the text by readers. Equally, this analysis seeks to provide deeper understanding into the relationship between translation practices and the preservation of cultural authenticity.

Based on the research questions three research objectives (ROB) are shown:

- ROB 1: To identify and describe the key cultural and social norms present in the source text of Louisa May Alcott's "Little Women."
- ROB 2: To identify and categorize the translation shifts evident in the Spanish version of "Little Women" when rendering the identified cultural and social norms.
- ROB 3: To analyze the identified translation shifts through the lens of Gideon Toury's Descriptive Translation Studies, interpreting them as evidence of translational norms and determining the overall tendency of the translation towards either "adequacy" or "acceptability."

2.2 Research Approach

This study will adopt a qualitative research approach. Qualitative research is characterized by its focus on understanding phenomena in their natural settings, interpreting the meanings people bring to them, and dealing with non-numerical data (Denzin, 2008). As a means to allow in-depth analysis of textual data the approach taken is essential for this investigation, it can facilitate the exploration of the “how” and “why” behind the translator’s choices, aligning with the descriptive and interpretive goals of DTS, rather than seeking statistical generalizations (Hammersley, 2013).

2.3 Research Approach and Design

The qualitative approach is implemented through an explanatory case study design, this can be describe as a empirical inquiry that investigates a contemporary phenomenon within its real life context, specifically when the boundaries between phenomena and context are not clearly evident (Yin, 2018). The design chosen is deeply relevant as it allows for an in-depth investigation of the specific “case” constituted by the English –Spanish translation of “Little Women” and provides the structured flexibility

needed to connect observed textual phenomena (translation choices) to their social and cultural explanations (the norms of the target audience), which is the core objective of this research. In the same way, the nature of the case study is crucial because it moves beyond simple description of translations shifts; the explanatory case seeks to explain these shifts by uncovering the underlying “norms” that likely cause the (Toury, 2012).

2.3.1 Descriptive Translation Studies (Gideon Toury)

As mentioned before, the theoretical framework for this analysis is grounded in Gideon Toury's Descriptive Translation Studies (DTS), differing from prescriptive approaches that dictate how translation should be done, DTS aims to explain how translations are actually produced and how this function within their receiving audience, language or culture (Toury, 2012). This framework is built on the core concept of norms the socio-cultural constraints that govern the decision-making process of translators. Furthermore, this author affirm that translations are facts of the target culture, and their features can be explained by identifying the initial norm, which is the translator's fundamental choice between two poles: adhering to the norms of the source text and culture (**adequacy**) or submitting to the norms of the target culture (**acceptability**).

This study will employ DTS as its analytical lens to systematically describe the translation of social and cultural norms in "Little Women." The methodology directly mirrors the DTS approach by first identifying the "source text segments" (the 19th-century American norms) and comparing them to the "translated text segments" to observe the shifts that occurred. These shifts are not judged as right or wrong but are analyzed as evidence of the specific translational norms at work. For instance, the translation of gender-specific roles or class-based language will be examined to determine whether the translator's choices leaned towards adequacy (preserving the foreignness of Alcott's America) or acceptability (adapting the text to feel more familiar and natural to a Spanish-speaking readership). This framework thus provides a robust, non-prescriptive foundation for explaining why certain translation choices were made, based on the cultural and literary context of the Spanish-language publication. DTS is fundamentally designed for a descriptive, norm-oriented research of a literary translation.

2.3.2 Assumptions

It is essential to explain the assumptions that form the fundamental belief on which the research is based, guiding the interpretation of data (Sandelowski, 1993); the present study operates on the following assumptions, derived from the DTS framework:

First, the source text is cultured-bound: It is assumed that Louisa May Alcott's "Little Women" is a product of its time and most important, is deeply embedded with the specific cultural and social norms of 19th century New England.

Translations are target-culture facts: It is assumed that the Spanish translation of "Little Women" is not a transparent copy but a cultural artifact that has been shaped by the norms and expectations of the Spanish-speaking literary system into which it was introduced.

Translator choices are norm-governed: It is assumed that the translator's decisions are not arbitrary but are systematically influenced by a set of conscious and unconscious norms (initial, preliminary, and operational) that can be inferred from the translated text itself.

2.3.3 Categories and Subcategories of Analysis

The categories for analysis are derived directly from the main constructs and operationalized for textual analysis. Guided by Toury's (2012) DTS, which seeks to describe observable phenomena in the target text, the analysis will focus on two main categories, cultural and social norms, within these categories there will be subcategories to delve deeper into the analysis and enrich the understanding of it.

2.3.2.1 Cultural Norms: Slang & Idiomatic Expressions, Religious, Social & Moral Values, Social & Class differences.

In this category, the examination of the translation of concepts related to Christian morality, sacrifice, the language depicting economic status, social expectations and period-specific colloquialisms and idioms will take place (e.g., references to poverty or idioms such as “castle in the air”).

2.3.2.2 Social Norms: Gender Roles and Family dynamics

This category analyzes the translation of language related to the expected behaviours, aspirations, and limitations of the March sisters and other female characters (e.g., “little women,” “marrying well,” pursuits of “gentility” vs. career). This aligns with Paluck & Ball's (2010) definition of social norms as expectations of behaviour.

2.4 Context

The context of this study is the literary translation of a American classic and its translation into Spanish, “Little Women” (1868), a novel situated in Concord, Massachusetts during the civil war in the United States; a period defined by strict gender roles, transcendentalist ideals, and evolving national identity. Therefore, the target text is a modern Spanish translation, that is directed to contemporary Hispanic readers; the translator of the translation chosen is Lorena Maythe Lojero Guevara, a Mexican academic and professional whose work is inevitable influenced by the norms of the Mexican/American publishing landscape. This context is crucial as DTS posits that the target culture’s context is the main factor of the translation’s features.

2.5 Unit of Analysis

As mentioned previously, the unit of analysis for this study is the textual segment. A textual segment is any discrete unit in the source text that explicitly or implicitly conveys a cultural or social norms as define by categories such as: a phrase, clause, sentence, or short paragraph. This unit is justified because it provides a bounded, observable and

comparable data point, which can allow a systematic identification of “translation shifts”. Analysing these dual segments, is the fundamental activity that will allow the research objectives to be met.

2.6 Data Collection Techniques and Instrument

The principal data collection technique is a document analysis of both texts (source and target), this involves a close, organized reading and re-reading of both texts to identify relevant segments, these segments will be organized and analyzed in a concentration table which will serve as an instrument. This instrument is a structured matrix that allows for the systematic side by side comparison of source and target segments, this will facilitate the identification and categorization of translation shifts (Saldanha & O’Brien, 2013). A concentration table is a standard tool in qualitative analysis for managing and reducing textual data, ensuring a methodological and transparent research process.

2.7 Instrument: Concentration Table

The present research that analyses the cultural and social norms in the English-Spanish translation in “Little Women” by Louisa May Alcott’s (2023), relies on implementing a concentration table (Smarter, 2020) to systematically collect, organize, and pre-analyze data to enable a comparative analysis. Therefore, this instrument is an appropriate tool that could fit on organizing and displaying key patterns to facilitate the comparison of critical elements across different sources (Smarter, 2020). Therefore, this instrument aims to systematically collect and organize data regarding the segments and paragraphs of social and cultural norms in “Little Women” and its translation into Spanish. By consolidating data in this way, the instrument will allow for a comparative analysis that directly supports the general objective of examining the impact of cultural and social norms in the translation of “Little Women”. Based on this previous support, the process for selecting the translations to be analyzed relies on identifying; the original or source text and the Spanish translation (target text) to be analyzed. Also, identifying the specific cultural and social norms by selecting chapters or sections where these norms are most prominent.

This instrument could guide to identify the vast amount of data needed to conduct an in-depth analysis of “Little Women” translations and analyze how cultural and social norms are translated.

The present study is conducted in the Universidad Juárez Autónoma de Tabasco, which allows the researcher to implement in the academic research and development of knowledge across various fields. The university's Department of Education and Arts and the BA degree in modern languages is committed to supporting investigations that align with its goals of communicating and disseminating English and other languages from an interdisciplinary perspective with ethics and quality in the fields of translation and interpretation. Likewise, this instrument is perfectly suited for DTS research as it forces the researcher to move from the abstract (norms) to the concrete (textual segments and shifts), providing the empirical evidence needed to describe translational behaviour (Toury, 2012).

2.7.1 Structure

The concentration table (see below Table 1.1) is designed with distinct sections to develop a more structured analysis of the unit of analysis. It comprises two main categories: Social Norms and Cultural Norms, each containing specific subcategories.

The first category, Social Norms, includes the following descriptors: Gender Roles (e.g., Women's ambitions & work, Courtship & Marriage and Female Propriety & Behaviour) and Family dynamics.

On the other hand, the category of Cultural Norms has four subcategories: Religious (e.g., Christian Allegory & Sacrifice, Moral Lessons & Dialogues), Social & Moral Values, Social & Class Differences (e.g., Poverty & Charity and Class-based interactions) and Slang & Idiomatic Expressions (e.g., Period-specific colloquialisms, Metaphors and Idioms).

To complement the categories mentioned above, other sections are added, such as the source text segment (English) that shows the original text excerpt, and the target

text segment (Spanish) which is to the corresponding translation. Additional columns include the page number (ST & TT) for traceability, the Description of Shift which is a neutral description of the change (e.g., literal translation, substitution, omission) and the Tendency that relies on the adequacy and acceptability as an initial classification based on DTS.

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Table 2.1

Final version of Concentration Table for Analyzing Cultural and Social Norms in "Little Women" after the validation process

N u m.	Source Text	C h a p t e r	P a g e	Target Text (language)	C h a p t e r	p a g e	Social Norms				Cultural Norms						
							Gender Roles			Family dynamics	Religious		Social & Moral Values	Social & Class Differences		Slang & Idiomat Expressions	
							Women's Ambitions & Work	Courtship & Marriage	Female Propriety & Behavior		Christian Allegory & Sacrifice	Moral Lessons & Dialogues		Poverty & Charity	Class- based Interactions	Period-specific Colloquialisms	Metaphors and Idioms

2.8 Validation

In qualitative research, validation refers to the process of assessing the accuracy and credibility of the research findings and the instruments used to collect data (Polit & Beck, 2012). Validation is a crucial step to guarantee that the study measures what it is actually intended, enhancing its rigour and reliableness. For instance, common types of validation include content credibility, which can assess how well an instrument represents the content construct validity, which evaluates at what extent the instrument captures the theoretical constructs. The primary method in this study will be judgment validation, also known as expert validation, this process involves submitting the data collection instrument, the concentration table, to a panel of experts in the field of translation studies and research methodology,

The function of the experts will be to evaluate the instrument's clarity, relevance, comprehensiveness, and appropriateness of the defined categories in relation to the research objectives and theoretical framework (Taherdoost, 20216). The evaluation is highly relevant because ensures the analytical framework before data collection begins, minimizing researcher bias and strengthening the study's overall validity by confirming that the categories effectively operationalize the construct of cultural and social norms, and translational behaviour.

2.8.1 Judge Validation Process

To fully evaluate the concentration table, a form was provided to expert judges (this form is presented in *Appendix A*).

2.8.2 Judge Validation Instrument

The implemented validation process was essential for polishing the data collection instrument through the opinions of experts in the field of translation, for this reason, a validation evaluation form was designed and provided to professors of the Modern Language Program at the Universidad Juárez Autónoma de Tabasco (UJAT).

Within the language program at UJAT, there are approximately seven professors specializing in the field of translation and interpretation, as well as five specialists in the research field. After careful consideration, two evaluators were selected based on their broad professional experience.

Expert 1 agreed to in the validation process on October 24th. The professor has experience in both translation and interpretation as well as research in these fields, with 27 years of professional experience as a teacher and as an independent translator (recognized as a certified expert translator). The expert holds a BA in Modern Languages and a Master's in Language Science, expert 1 also holds a significant leadership role within UJAT as an academic coordinator and member of the Languages Committee. Expert 1 also possesses vast experience in the translation of technical, scientific and legal texts, this demonstrates its qualifications in both translation and academic research.

Expert 2 agreed to help on October 25th, specializing in academic research and works with students in the translation, interpretation, and education fields. The expert has a wide range of academic degrees which support its broad knowledge in the area, these degrees range from a Doctorate in Education to a Master's in Educational Competencies. Their curriculum reflects specialized language training and extensive teaching experience across all academic levels. The expert also possesses professional certifications such as TOEFL, CENNI, and TKT. The strong background of the experts makes their validation feedback highly valuable.

As a result, the ratings were generally high, but the comments provided by the experts revealed significant areas for improvement. The evaluators commented that the segments were overlapping and required cleared definitions to avoid ambiguity. For this reason, the experts provided clear recommendations that were systematically integrated into the final version of the data collection instrument.

For instance, it was suggested to align the analysis with a sociocultural framework, to incorporate religious and moral element to profound on historical translation shifts, and lastly, the experts advised expanding the categories by creating subcategories (such as politics, ethnics and morality) in order to obtain a more detailed textual analysis.

Considering the feedback provided by the experts, all recommendations gave during the validation process were efficiently implemented. The main categories were redefined, resolving the conceptual overlap and lack of clarity of the segments; this improved the effectiveness and utility of the concentration table. As can be seen, integrating the opinions of these experts provided the required help to obtain a suitable instrument to proceed with the data analysis stage.

2.8.3 Analysis of Judgement Validation Data

The data recollected from the judge validation process was analysed using mixed-methods approaches to quantitatively and qualitatively assess the instrument's quality. According to Polit and Beck (2006), quantitative analysis can be involve by calculating the Content Validity Index (CVI). This quantitive measure entails computing the Item-CVI (I-CVI) for each criterion (ratings) and the Scale-CVI (S-CVI). An I-CVI of 0.78 or higher, and an S-CVI of 0.90 or above is considered evidence of excellent content validity. Qualitatively, the written comments and suggestions from the experts will be systematically compiled and subjected to thematic analysis; this comments involve the identification of recurring themes, specific criticism, and constructive recommendations across the judge's feedback. This qualitative data is crucial for making informed revisions to the concentration table, such as refining category definitions, adding missing subcategories, or clarifying instruction, this ensures that the instrument is strong for its purpose before use.

The analysis of results follows a systematic qualitative process aligned with the principles of DTS (Toury, 2012). The process begins with familiarization; this involves repeated reading of the completed concentration table. Then is followed by a coding and categorization stage, here the "Description of Shift" for each segment is coded (e.g. Literal translation, cultural substitution, omission) (Saldanha & O'Brien, 2013). These codes were analysed in order to identify patterns within each category.

The core of the analysis is the interpretation of these patterns through the DTS framework. The coded shifts and their frequency are interpreted as evidence of the translational norms at work. For example, a consistent pattern of literal translation would

suggest a norm of “**Adequacy**”, while a constant adaptation of idioms would indicate a norm of “**Acceptability**”. This phase, as guided by Toury (2012), moves over describing what changes were made to explaining why they were probably made. Finally, the findings are synthesized to present a coherent description of the translator’s overall strategy and the implications of these strategies for the transfer of cultural and social norms.

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CHAPTER 3: Data Analysis

As previously established, the object of analysis of this research is the classical novel "Little Women" by Louisa May Alcott and its translation into Spanish by Lorena Lojero. It is crucial to remember that a primary objective is to identify translation shifts through the lens of Gideon Toury's Descriptive Translation Studies (DTS) using a concentration table where the data will be analyzed using categories that allow for a better understanding of their nature and use. Accordingly, this chapter presents the detailed data analysis and the discussion of the result.

3.1 Data selection description

The data selection for the analysis was conducted through a rigorous process that allowed to identify eighteen phrases/sentences. To facilitate the categorization of these extracts, the book was divided in three parts, this partition was selected by my own interpretation of the book, and how, in my opinion, the general narration of the story allowed the reader to identify three specific "moments" in the narrative arc.

Furthermore, it is important to detail why I thought about dividing the book into three parts and what process I followed to do it. Little information about the plot or the characters of the book was mentioned hitherto, and it is crucial to contextualize these elements to fully comprehend the selected data for the instrument analysis.

Little Women covers approximately fifteen years of the March Family's life. It comes primarily from the family experience of author Louisa May Alcott. The March family lives in Concord, Massachusetts, and the book opens on Christmas Day 1861, during the Civil War. Originally, the book was divided into two volumes; the first part covers more than a year, while the second involves a time jump of seven years. The Marches are, by standards of that period of time, somewhat poor, they can still afford a servant and even though they don't have much, they often share what they have with those less fortunate. The story focuses on four main characters, the March sisters, each possessing a distinctive personality and individual aspirations. The novel explores their journeys as they

face the challenges of growing up relative poor, interpersonal dynamics, romantic love, and personal growth. (GradeSaver, 2024).

Based on this context, the partition of the book and the selection of the 18 extracts were carried out as follows:

The book in the source language and target language was read for the first time. During this reading process, multiple phrases/sentences were marked according to the selected criteria (cultural norms and social norms). Approximately 50 extracts were identified during the first reading; however, as this volume of data was too extensive for the scope of analysis, the information was culled to a limit of 18 extracts, six for each section of the partition.

In my interpretation, the story is told in three main parts:

1. Part 1 (Chapters 1-17): This part of the book focuses on the childhood of the main characters and introduces the development of their personality and morals established by the context that surrounds them.
2. Part 2 (Chapters 18-23): This brief section focuses on the social pressure and changes that the March sisters pass through.
3. Part 3 (Chapters 19-47): The final section covers the rest of the book, during this part of the book we discover the adulthood of our main characters (corresponding to the second volume), and final resolution of each character.

As mentioned before, six phrases/sentences were selected from each part. In addition, within each section, at least one extract corresponding to each category or subcategory of the instrument was chosen to ensure comprehensive coverage of all analysis topics.

3.2 Data analysis and Results

To begin with, eighteen extracts of the object of analysis were selected, based on the data collected (see Data Concentration Table in *Appendix B*), the translation of Social and Cultural norms made by Lorena Lojero show a clear inclination towards **Adequacy**. Despite this, the use of **Acceptability** throughout the Target Text isn't absent, and the translator makes use of this to standardize certain slangs and idiomatic expressions into neutral Spanish

To provide a complete understanding of the analysis, **Table 3.1** provides a macro-level chart of all eighteen extracts, signalling their location in the Source Text, the Analytical category/subcategory and their resultant Norm tendency according to DTS framework (**Adequacy** or **Acceptability**).

Table 3.1

Macro-Level Chart of Textual Extracts Classification

Extract Number	Source Text Location	Analytical Category/Subcategory	Norm Tendency
1	Ch.I, p.3	Social Norm: Female Propriety	Adequacy
2	Ch.I, p.3	Cultural Norms: Slang & Idioms	Acceptability
3	Ch.III, p.35	Cultural Norms: Poverty & Class	Acceptability
4	Ch.IV, p.42	Cultural Norms: Religion & Morals	Adequacy
5	Ch.VIII, p.91	Social Norms: Women's Ambitions	Adequacy
6	Ch.XIII, p.143	Social Norms: Family Dynamics	Adequacy
7	Ch.XVII, p.175	Social Norms: Family Dynamics	Adequacy
8	Ch.XVIII, p.183	Cultural Norms: Religion & Morals	Adequacy

9	Ch.XVIII, p.189	Cultural Norms: Social & Moral Values	Acceptability
10	Ch.XIX, p.191	Social Norms: Courtship & Marriage	Adequacy
11	Ch.XX, p.204	Social Norms: Gender Roles	Adequacy
12	Ch.XXII, p.222	Cultural Norms: Slang & Idioms	Acceptability
13	Ch.XXIII, p.225	Cultural Norms: Moral Lessons	Adequacy
14	Ch.XL, p.418	Social Norms: Gender Roles	Adequacy
15	Ch.XLI, p.420	Cultural Norms: Social & Class Differences	Adequacy
16	Ch.XXXI, p.318	Social norms: Family Dynamics	Adequacy
17	Ch.XXIV, p.237	Cultural Norms: Slang & Idioms	Acceptability
18	Ch.XLVI, p.480	Cultural Norms: Moral Lessons	Adequacy

Based on the information presented by the analysis, Table 3.1 revealed a balance in the use of translation techniques/strategies. As can be seen in the table, of the 18 extracts analyzed, 12 of them demonstrate a tendency towards Adequacy, representing 66.6% of the corpus; on the other hand, 6 of the extracts showed a use of Acceptability, representing 33.3% of the corpus. Consequently, this analysis demonstrates that the use of these norms is not random, but rather that there is a tendency to use a certain norm depending on the social or cultural context.

3.2.1 Cultural Norms: Religious, Social & Moral Values, Social & Class Differences and Slang & Idiomatic Expressions

The analysis confirms that the translation of the extracts of this category were the ones where the most changes took place, demonstrating a tendency for Acceptability. For example:

In Entry 17 “...with all the furbelows and quinnny-dingles you have to have to finish it off these days”, Lorena Lojero preferred to standardize the sentence, losing the uniqueness of the phrase by translating it as “...con todos los adornos y enseres que hacen falta para que quede”. The expression *quinnny-dingles* is actually one created by the author, so the use of *adornos y enseres* as a translation implies a preference for maintaining the Slang and Idiomatic expressions comprehensible for the Spanish readers instead of preserving common expressions of the time, such as “toil and moil” or “niminy piminy chits”.

The implementation of Acceptability can be observed in Entry 9 “...and Aunt March had a soft place in her old heart for her nephew’s children, though she didn’t think proper to confess it.” The use of the word “confess” carries a moral burden almost religious that demonstrates how, in that period of time, expressing such an affectionate attitude towards wasn’t appropriate for elderly people, but the translator opted for an expression (which was “*demostrar*”) with a connotation more appropriate for the Hispanic audience that doesn’t fully portray the original nuance.

3.2.2 Social Norms: Gender Roles and Family Dynamics

On the other hand, the results indicate that the translator respects the original tone of the sentences in the category of Social Norms by using Adequacy to translate the Source Text in this area. For instance:

The most appropriate example in the subcategory of Gender roles is Extract 14 “...the lords of creation don’t take the advice till they have persuaded themselves that it is just what they intended to do”, in this sentence we can observe the phrase “*lords of*

creation”, an idiomatic expression of the 19th century used with sarcasm by Alcott to refer to men of high social status of that period of time. Lorena Lojero used a literal translation of this expression “*amos de la creación*”, maintaining the foreignness of the Source Text, forcing the reader to investigate further about the context of the 19th century in the United States.

Another example is presented in Extract 16, where we observe a Family Dynamic in the extract “...*but the quiet man sitting among his books was still the head of the family, the household conscience, anchor and comforter*”, the translation of this sentence by the translator is “*pero no por ello aquel hombre tranquilo, sentado entre sus libros, dejaba de ser el cabeza de familia, el guía, el ancla y el consuelo del hogar*”, in the same way as the previous extract, Lorena Lojero translate almost exactly word by word of the Source Text, conserving the original connotation without affecting the understanding of the target reader.

The translator frequently preserves the historical terminology in the category of Social Norms, in contrast to the Cultural Norms, which prefers to adapt the translations into the context of the Target Language.

Chapter 4: Discussion & Conclusion

4.1 Discussion

The research had specific objectives, such as the analysis of the novel "Little Women" and its translation into Spanish by Lorena Lojero, specifically the reason why the translator decided to translate a sentence or expression in a certain way, particularly in terms of its cultural and societal context. It is important to mention that, to structure this research, a triangulation of translation frameworks was fundamental to achieve a comprehensive analysis. Vermeer's Skopos Theory gave the model for understanding the target text's purpose, the cultural approach provided by Venuti presented the categories of domestication and foreignization, and the main framework was that of Descriptive Translation Studies (DTS) by Toury. As a result of the implementation of DTS the analysis indicate that the translator did not adhere to a single strategy, instead, we could observe the use of both Adequacy and Acceptability through the novel, with a tendency towards Acceptability due to the nature of the norms.

In Chapter 1, three research questions were raised, one of which was *what translation strategies (domestication or foreignization) are predominantly used in the Spanish translation to handle these norms?* In response to this question, the results indicate a difference between the translation of Cultural and Social Norms. In relation to Cultural Norms, specifically Slang & Idiomatic expressions, Lorena Lojero demonstrated a tendency to use domestication as a translation strategy. As evidenced by Extract 17 ("quinny-dingles" to "enseres"), the translator employed **standardization** and **neutralization**. In the selected data, the particular period idioms were replaced by standard Spanish vocabulary, prioritizing the readability and comprehension of the Target Text over preserving the style of the Source Text. This clearly shows the operation norm of making the translation or the overall book, accessible to a Hispanic audience surrounded by a contemporary context, "domesticating" the linguistic challenges of the 19th century.

The translator frequently preserved the historical tone on Social Norms (Gender Roles and Family Dynamics), as demonstrated by Extract 14, where the phrase "*lords of*

creation” was literally translated as “*amos de la creación*”, maintaining the gender dynamics and choosing to preserve the **foreignness** of Alcott’s New England context. The argument implies a deliberate choice to maintain the historical style of the novel’s setting, ignoring the risk of sounding antiquated to modern readers.

There is substantial evidence that the Spanish translation of *Little Women* made by Lorena Lojero serves as a linguistic bridge that adapts to the target audience, the slang and idiomatic expressions of the 19th century, while maintaining an adequate representation of the original culture and context of the United States during the Civil War and the years after that. Additionally, the results highlight the complexity of literary translation and how the role of the translator is not merely linguistic, but more as a cultural mediator that has to balance its translation to portray the “soul” of the book without ignoring the requirements of contemporary reception.

4.2 Conclusion

Based on a qualitative, explanatory case study and the use of a validated concentration table the results indicate that the translation of Lorena Lojero does not adhere to one specific translation strategy; instead, she uses the context of the book to her advantage and creates a balance between **Adequacy** and **Acceptability**. This balance creates a translation that prioritizes the readability and comprehension of the contemporary audience. It maintains the author’s original message by evoking the feeling of a story situated in the 19th century, without all the colloquialisms that new readers may not recognize in their own language. Consequently, the decision of neutralizing some slangs and idiomatic expressions into a standard Spanish does not detract from the work, as the translator successfully preserved the historical foreignness and specific social and cultural dynamics of Alcott’s New England that the reader can observe through the entire book, such as the moral values that were deeply rooted in Christianity or the clear economic divisions that pressured people to obtain a level of life that not everyone could afford.

This methodology successfully identified the use of **Adequacy** and **Acceptability** by implementing Gideon Toury’s Descriptive Translation Studies (DTS), this approach

provides a different view of how literary translation is made nowadays. However, it is crucial to acknowledge the limitations of this research. A sample of only eighteen extracts was analyzed, which restricted a broader analysis of the vast complexity Cultural and Social Norms Alcott's writing; a corpus analysis with more extracts might reveal other strategies or techniques implemented by the translator. Future research could also expand this analysis with a comparative study between Lojero's translation and older versions of this book, to analyze how translations strategies have shifted over decades.

In general, this study contributes to the field of translation studies in the south region of Mexico by filling the gap identified in Chapter 1 providing a theory-driven analysis of a classic novel within a regional academic context in which research focusing on the Cultural and Social norms of this book had not been carried out. In conclusion, this research has shown that the role of a translator goes beyond translating word by word, it has to capture the "soul" of the original work while adapting to the need of the modern reader, Lojero allows the book to speak clearly to a new generation of readers while ensuring the historical context, vocabulary and cultural and social aspects that Louisa May Alcott wanted to represent with her work.

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APPENDIX A



Universidad Juárez Autónoma de Tabasco

División Académica de Educación y Artes

Language programme

Validation instrument



Evaluator name: _____

Experience (years): _____

Villahermosa, Tabasco

Dear Professor

My name is Selene Torres Rodriguez, and I am a student in the Translation and Interpretation Department, currently in my 7th semester of the language program. As part of the course "Instrumentación en la Investigación de la Traducción e Interpretación," we are required to validate our research instruments, in this case, a concentration table. Given your expertise in the field, I would like to request your assistance in validating my instrument.

My research focuses on literary translation, with the title: "Analysis of Cultural and Social Norms in the English-Spanish Translation of *Little Women* by Louisa May Alcott." The research question we aim to answer is: how are the specific cultural and social norms (gender roles, religious/moral values, social class, and period slang) of 19th-century America represented in Louisa May Alcott's "Little Women"? also, what translation strategies (domestication or foreignization), by translation theory, are predominantly used in the Spanish translation to handle these norms? And to what extent can the translation choices identified in the Spanish version of "Little Women" be explained by a hypothesized translation theory of cultural adaptation versus one of cultural preservation? The objective of the study is to examine the impact of these cultural and social norms on the translation of the book.

We are employing a qualitative-explanatory case study as the research method. I wanted to provide you with this general overview of the study to give you a clearer understanding of the research, which I hope will assist you in the validation process. In the following page you will see the concentration data instrument for the validation.

Thank you beforehand for your time.



Universidad Juárez Autónoma de Tabasco

División Académica de Educación y Artes

Language programme

Concentration data instrument



The objective of this instrument is to systematically collect data regarding the segments and paragraphs of social and cultural norms in “*Little Women*” and its translation in Spanish.

It is important to fill out the general data about both books as follows:

- | | |
|------------------------|------------------------|
| ● Year of publication: | ● Year of publication: |
| ● Country: | ● Country: |
| ● Author: | ● Translator's name: |
| ● Edition: | ● Edition: |

Instructions:

1. Identify in the original text the segments or paragraphs you want to analyze.

Choose these segments based on these categories: Social Norms and Cultural

Norms (Read the concentration table to know the specific subcategories of each category).

2. Identify the segments or paragraphs chosen earlier but now in the target language.
3. Fill the sections on the concentration table with the information previously collected.
4. Mark to which category each selected segment or paragraph belongs. (Gender Roles, Family Dynamics, Religious, Social & Moral Values, Social & Class Differences and Slang & Idiomatic Expressions).

Original language	Chapter	Page	Target language	Chapter	Page	Gender roles	Family dynamics	Social values	Cultural norms	Social norms

Thank you.

An example of how the instrument is supposed to be filled is shown on the following page:

Universidad Juárez Autónoma de Tabasco.
México.

Original language	Chapter	Page	Target language	Chapter	Page	Gender roles	Family dynamics	Social values	Cultural norms	Social norms
"Oh, oh, Jo! You ain't going to wear that awful hat? It's too absurd! You shall not make a guy of yourself"	2	23	"Pero Jo! ¿vas a llevar ese horrible sombrero? Es absurdo, no te pongas como un espantajo"	2	135	X			"You shall not make a guy of yourself". This reflects a cultural norm where women, particularly in public, were expected to behave and dress in a way that avoided attracting negative	"You ain't going to wear that awful hat". Women's appearances were closely tied to their reputations

									attention or mockery	
--	--	--	--	--	--	--	--	--	-------------------------	--

Validation Instrument

Segment	Content					Content efficiency					Comments
	1	2	3	4	5	1	2	3	4	5	
Original language											
Chapter											
Page											
Target language											
Chapter											
Page											
Gender roles											
Family dynamics											
Social values											
Cultural norms											
Social norms											

APPENDIX B

Table 3.1

Data Concentration: Analysis of Source and Target Text Segments

Source Text	Chapter	Page	Target Text (language)	Chapter	Page	Social Norms				Cultural Norms					
						Gender Roles		Family dynamics	Religious		Social & Moral Values	Social & Class Differences		Slang & Idiomatic Expressions	
						Women's Ambitions & Work	Courtship & Marriage	Female Propriety & Behavior	Christian Allegory & Sacrifice	Moral Lessons & Dialogues		Poverty & Charity	Class-based Interactions	Period-specific Colloquialisms	Metaphors and Idioms
1	I	3	"You are old enough to leave off boyish tricks, and behave better, Josephine. It didn't matter so much when you were a little girl; but now you are so tall, and turn up your hair, you should remember you are a young lady"	I	9			✓							
2	I	3	"I hate affected, niminy piminy chits"	I	9									✓	
3	IV	35	"I shall have to toil and moil all my days, with only little bites of fun now and then, and get old an ugly and sour, because I'm poor, and can't enjoy as other girls do. It's a shame"	IV	42							✓		✓	
4	VIII	81	"...if you learn to feel the strength and tenderness of your Heavenly Father as you do that of your earthly one. The more you love and trust Him, the nearest you will feel to Him, and the less you will depend on human power and wisdom."	VIII	91					✓					
5	XIII	143	"I have lots of wishes; but the pet one is to be an artist, and go to Rome, and do fine pictures, and be the best artist in the whole world"	XIII	152	✓					✓				
6	XVII	175	Relieved of their anxiety about their father, the girls insensibly relaxed their praiseworthy efforts a little, and began to fall back into the old days	XVII	185				✓						
7	XVIII	183	How dark the days seemed now, how sad and lonely the house, and how heavy were the hearts of the sisters as they worked and waited while the shadow of death hovered over the once happy home!	XVIII	193				✓						
8	XVIII	189	"If God spares Beth I never will complain again" whispered Meg earnestly. "if God spares Beth I'll try to love and serve Him all my life", answered Jo, with equal fervor.	XVIII	199				✓						
9	XIX	191	Aunt March never petted any one; she did not approve of it; but she meant to be kind, for the well-behaved little girl pleased her very much, and Aunt March had a soft place in her old heart for her nephew's children, though she didn't think proper to confess it.	XIX	201			✓			✓				

Universidad Juárez Autónoma de Tabasco.
México.

ALOJAMIENTO DE LA TESIS EN EL REPOSITORIO INSTITUCIONAL	
Título de Tesis:	Analysis of Cultural and Social Norms in the English-Spanish Translation of Louisa May Alcott's Little Women
Autora de la Tesis:	Selene Torres Rodríguez
ORCID:	0009-0008-3349-6491
Resumen de la Tesis:	A nivel global, la traducción literaria ha sido considerada como un proceso complejo en el contexto intercultural que va más allá de la transferencia lingüística. A nivel internacional, nacional y local, diversos estudios en traducción se han centrado en analizar la identidad lingüística y pocos se han implementado con solidez y rigor teórico-metodológico, lo cual lleva a la necesidad de implementar estudios empíricos que utilicen una postura teórica sólida mediante un análisis textual detallado, esto supone cuestionar los procesos lingüísticos en la traducción específicamente de novelas culturales ¿qué normas culturales y sociales caracterizan a la América del siglo XIX representada en “Mujercitas” de Louisa May Alcott? ¿qué cambios de traducción ocurren en la versión en español al representar las normas culturales y sociales? Con base en esto, el

	presente estudio analiza la novela “Mujercitas” y su traducción al español, específicamente la razón por la cual el traductor decidió traducir una frase o expresión de cierta manera, particularmente en términos de su contexto cultural y social. Se asume que “Mujercitas” de Louisa May Alcott es un producto de su tiempo y está profundamente arraigada en las normas culturales y sociales específicas del siglo XIX. Mediante un enfoque cualitativo, a través de un estudio de caso explicativo dentro del marco de los Estudios Descriptivos de Traducción (EDT), esta investigación recopiló, organizó y analizó sistemáticamente datos utilizando una tabla de concentración validada para otorgar un análisis comparativo. Este instrumento permitió un análisis exhaustivo de dieciocho fragmentos textuales categorizados en normas culturales (jerga, modismos, creencias religiosas) y normas sociales (roles de género, dinámicas familiares). Los resultados resaltan la complejidad de la traducción literaria y cómo el rol del traductor no es meramente lingüístico, sino más bien el de un mediador cultural que debe equilibrar su traducción.
Palabras claves de la Tesis:	Traducción literaria, estudios de traducción descriptiva, normas culturales, normas sociales.

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