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GUIDED WORK

**“TRANSLATION OF BOLIVIAN AMAZON FAUNA
TEXTS TO ENHANCE TOUR GUIDE WORK IN
RURRENABAQUE-BENI”**

**Trabajo Dirigido presentado para la obtención del Grado Académico de
Licenciatura en Lingüística e Idiomas**

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LA PAZ – BOLIVIA

2016

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DEDICATION:

To my family and friends who have supported me all the time.

ACKNOWLEDGMENT:

Thank you Indigena Tours for having given me the opportunity to do this work; sincere thanks to Lic.Jacqueline Sánchez for her support and guidance.

ABSTRACT

The intention of this guided work is to translate texts from English into Spanish and from Spanish into English to consolidate the diffusion of information of Bolivian fauna by translating texts related to this field for Indigena Tours. The institution staff has a vague idea of the accurate information related to Bolivian Amazon Fauna; in this way both translated texts should be useful to improve knowledge in Spanish and English language. The institution offers services to their customers in those two languages. Thus, these translated texts are the principal ones used at the institution; the texts have the required information about animal descriptions which enhance the tour guides' work. This translation work has followed three stages. The first stage was concerned with reading the source text and identifying unfamiliar structures and terminology. Then, these unfamiliar structures and terminology were looked up in dictionaries and encyclopedias. Finally the first draft came out. The second stage was related to the second text translation and both texts correction at the same time. The third stage was the edition, but the texts were also corrected once again during this stage. The purpose is to provide texts in the target language to the institution. At the same time, to help with the diffusion of the translated texts information by the institution staff on their daily work. Besides, different translation techniques were used to develop the work such as Literal Translation, Literal Modified, Transposition and Modulation. Also, the work was developed with the aid of books, dictionaries, web-pages, online texts and online dictionaries. Furthermore, the texts have colorful pictures and a glossary included for better references. At present, the two translated texts from English into Spanish and vice versa are ready to be used by the institution's tour guides.

GENERAL INTRODUCTION

Nowadays, English language has become an essential language in different settings from informal to academic purposes; for getting a job, traveling, meeting people, business, and to provide tourist service. Indigena tours provide tourist service to travelers around the world and English has become a very important tool in the institution. This guided work is related to the translation of the material for staff training. Tour guides, counters, partner offices use this reference material to improve their service given to the public.

Although Indigena Tours has English speaking tour guides, there is a weakness concerning to knowledge about the Bolivian Amazon fauna. In this way, having referential texts in both English and Spanish language is necessary to support their work. Spanish is the mother tongue of all the institution tour guides and English language is taken as the work-tool; that is why, it is important to support the knowledge of the bilingual staff.

The tour guides are in direct contact with their customers day by day. Certainly, foreign customers can be disappointed by the institution's staff little knowledge about their work. That is why, translation from English into Spanish and vice versa was used to have a reference in the staff's mother tongue and in the target language. Moreover, areas of Tourism in Bolivia such as "the Amazon" are important attractions visited by local and foreign people who want to have new experiences and get knowledge.

Finally, the practical part of the work is related to the translation of the texts "*Animals of the Bolivian Jungle and Pampas*" and "*Guía Fotográfica: Aves de Bolivia*" from English into Spanish and from Spanish into English respectively. For this purpose, this work is made up of five chapters:

- The first chapter refers to the background, mission and vision of the institution; as well as the diagnosis, identification of needs, the objectives, justification, delimitation and scope of the project proposal.
- The second chapter is about the translation issues, translation resources and considerations related to the translating work.
- The third chapter includes the description of the organization, the participant and beneficiaries, work schedule, evaluation criteria and the development of the proposed project for the institution Indigena Tours.
- The fourth chapter contains the method and techniques considered during the process of the guided work, the analysis techniques and the used tools.
- The fifth chapter makes reference to the conclusion and recommendations of this paper.

It is important to remark that the institution chose the texts to be translated. The staff keeps on using these texts because of their valuable information about the Bolivian Amazon. The institution requires both texts in both languages, Spanish and English language, because they offer bilingual guides to their customers. Different translation techniques were used to get a final translation work. Furthermore, it was considered important to show accuracy in meaning according to the context. In order to achieve Indigena tour's staff training, the chosen texts were translated, corrected and edited as the main stages to reach the objective.

CHAPTER I

GENERAL FRAMEWORK

1. INTRODUCTION

This work will start focusing on both, the institution and the work background. The information provided in this chapter will be useful to understand the institution structure, mechanism, and the work characteristics. On the one hand, this chapter includes a short background and history of the institution, as well as the vision, mission and objectives.

The information related to Indigena Tours was stated by the same institution but translated into English to adjust the current report. Besides, an organization chart, identification of needs, diagnosis of the institution was included to analyze the strengths, weaknesses, opportunities and threats. Finally, this chapter includes objectives, justification, delimitation and scope of the guided work.

1.1. BACKGROUND OF THE INSTITUTION

The institution operates Pampas Tour which takes place in Rurrenabaque, Beni. It has 12 years of experience in the field of guiding people in the Bolivian amazon. It has some means to share their information such as a webpage, facebook and two offices: one in La Paz, and the other in Rurrenabaque. Since 2011 the institution, over the time, has been improving its service by using reliable guides, working with their own lodge where only their customers are allowed, and getting their work equipment such as jeeps and boats. Nevertheless, the institution has some weaknesses providing service to their customers and one of them is the information that their staff provides.

Although the tour guide has an average knowledge of the species in the Bolivian Amazon, this information must be mastered in both languages: Spanish and English, through the use of both translated texts. These texts have accurate information about fauna which is required and related to the service that is given by the tour guides.

1.2. HISTORY OF THE INSTITUTION

“Indigena Tours” has been operating in the Bolivian Amazon since the beginning of 2002. The management changed in 2006 and the company was completely closed in 2007. Besides, it is a S.R.L¹ enterprise, whose equivalent is “limited liability company”. Unfortunately, around 2008 Indigena Tours was crossed out from the recommended tour operators list in the travel book “*Lonely Planet*”² due to the poor service. However, Indigena Tours was included again in “*Lonely Planet*” travel book as a result of the new management efforts to improve service. Now, because of the good service provided, Indigena Tours has been recommended again in many traveler web pages such as “*Trip Advisor*”³, “*Bolivia en tus Manos*”⁴, etc as one of the best tour operators.

By the end of 2011, Indigena Tours participated, for the first time, in a certification process and it got legal entrance to Madidi National Park. The same year, a flood destroyed most of the parts in their lodge in the Jungle tourist destination. Initially, the institution offered two tourist destinations: *Jungle and Pampas*, but after the flood, the institution stopped operating Jungle tour in Madidi National Park. Now, Indigena Tours offers only the Pampas tour while the Jungle lodge is being rebuilt. Nowadays, Indigena Tours is a certified operator to Pampas Tour by USAID⁵ and Green Action⁶ for

¹ It is a type of business entity in which the liability is limited to the capital contributed, and therefore, in the case of debts incurred, it is not answered with the personal assets of the partners.

² It is the largest travel guide book publisher in the world. It has publications about many different countries around the world. This book works based on tourist reviews and recommendations of different services like restaurants, tour operators, hotels and so on.

³ Trip Advisor is the world's largest travel site, enabling travelers to plan and book the perfect trip. It offers reviews and advice on hotels, resorts, flights, vacation rentals, travel packages, and lots more.

⁴ They both are web pages with information and recommendations about attractions of enterprises designed for travelers.

⁵ It is the leading U.S. Government Agency that works to end extreme global poverty and enable resilient, democratic societies to realize their potential.

⁶ It is a Certification program in Sustainable Tourism which benefits the population and the nature.

responsible tourism practices. Furthermore, the enterprise has its own lodge, boats, van and jeeps.

1.3. MISSION, VISION AND OBJECTIVES OF THE INSTITUTION

The following information was provided by Indigena Tour in Spanish language. Then, it was translated into English language trying to adjust the guided work style.

1.3.1. THE MISSION OF INDIGENA TOURS

“To consolidate as a profitable company of Rurrenabaque that provides the best tourist services for backpacker market, through an ecologic and sustainable service and through a trained staff which takes part and enjoys actively in the economic improvement of the company, using the positioning and confidence obtained with national travel agencies, recommendations on guide books and internet.”

1.3.2. THE VISION OF INDIGENA TOURS

“To execute tourism operations around all the attractive tourist destinations in our country, attracting a backpacker market that has a high purchasing power interested in the respect, preservation and sustainable management of our tourism resources, through trained, committed and motivated human resources. Thereby, achieve the confidence and recognition of our national and international clients.”

1.3.3. LONG-TERM OBJECTIVES OF THE INSTITUTION

Indigena Tour long-term objectives are related to improvements of the service offered at different levels.

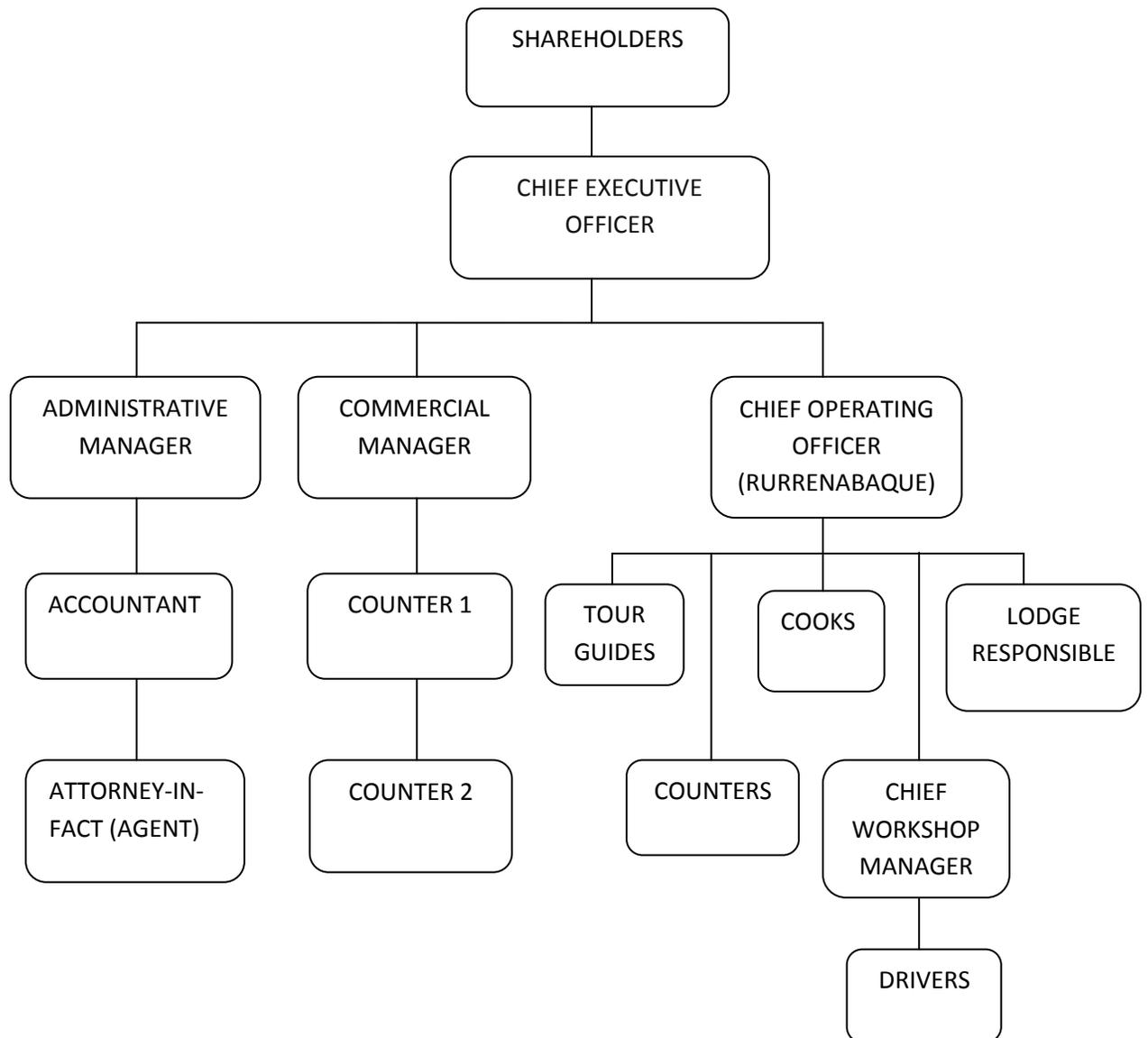
- To purchase a bus to transport customers
- To restore the lodge in the Jungle
- To improve relationships with partner companies
- To diversify food service in Rurrenabaque

1.3.4. SHORT-TERM OBJECTIVES OF THE INSTITUTION

Indigena Tour short-term objectives are related to improve the institution's means.

- To improve the institution's advertising
- To improve the information quality provided to the customers
- To provide English Language Training to the staff.

1.4. "INDIGENA TOURS" ORGANIZATION CHART



1.5. DIAGNOSIS AND IDENTIFICATION OF NEEDS

In this part of the paper, the following points show an identification of needs that the institution status has without any external intervention.

1.5.1. SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS) ANALYSIS OF THE INSTITUTION

Strengths	Weaknesses
<ul style="list-style-type: none">• Indigena Tours are supported by other partner companies.• There is cash flow control and results per group.• It has its own transportation.• It is the only certified institution in backpacker area.• It provides accurate information through La Paz office.• It is well recommended in guide books and internet web pages by customers.• It has personalized service to tourists and to other partner companies.	<ul style="list-style-type: none">• There is an absence of a counter and internal auditor.• There is a lack of preventive maintenance on machinery.• There is no supply control.• They do not have full acceptance of other institutions.• There is a lack of trained staff for attraction guiding.• There are not translated texts in Spanish or English.

<ul style="list-style-type: none"> • It offers economic and moral incentive to staff. • It advertises with other institutions. 	
Opportunities	Threats
<ul style="list-style-type: none"> • The operating area is well preserved. • There are no many other big investors in the area. • There are few competitor institutions. • It has recommendations on guide books and internet. • There are banks interested in supporting tourism. • It is able to get material for staff training. 	<ul style="list-style-type: none"> • Fuel shortages • Social unrest • Flight cancellations • Low price service • Association of guides and cooks • Other Tour Operators' guide service and training • Natural disasters

1.5.2. IDENTIFICATION OF NEEDS

Although there may be many needs in the institution, the one we are going to focus on is the lack of referential texts for tour guides. In that sense, the needs were mainly related to the necessity of two useful translated texts to update the institution's staff knowledge in both Spanish and English languages. These two texts have information about Bolivian fauna found in the Amazon.

The institution has been applying a diagnosis method considering the experience of the visitor. For example, the tourist has to fill up a survey evaluating the tour service in different aspects:

- River/land transportation
- Accommodation
- Dinning service
- Guide Service

The most important part in this survey is the "Guide Service" which helps the institution evaluate the "interpretation" (organization, sensitive to the group needs, interactive and friendliness) and "knowledge" (capable to assist under medical emergencies, engaging and bilingual). In addition, a tour guide must always seek feedback from the customers and try to improve. The results of the diagnosis showed that the institution's guide service was mainly bad or average, two negative options from a four scale evaluation. Two samples can be seen in appendix 1 section with the title of "Service Evaluation Survey".

After the evaluation, the institution has somewhat improved the service in different aspects such as infrastructure and car maintenance, unfortunately the tour guides destination knowledge has not been improved yet; that is why, the institution asked for the translation of two useful texts in both English and Spanish languages. The request letter by the institution is available in the appendix 2 section. Although the institution

staff has information about the attraction, they need the texts to update their knowledge by reading the translated and the original texts. Therefore, this guided work was focused on the translation of the needed texts.

1.6. OBJECTIVES OF THE GUIDED WORK

1.6.1. GENERAL OBJECTIVE

- To translate two texts, one from English into Spanish and the other from Spanish into English to consolidate the diffusion of information of Bolivian Amazon fauna to enhance tour guides' work at Indigena Tours.

1.6.2. SPECIFIC OBJECTIVES

- To translate the texts "*Animals of the Bolivian Jungle and Pampas*" and "*Guia Fotográfica: Aves de Bolivia*" by using different techniques according to the text requirements.
- To build up a glossary that will work as a reference for the staff of Indigena Tours.
- To support the institution's tour guides knowledge and service by using the translated texts.
- To socialize the information of the translation through "Indigena Tours".

1.7. JUSTIFICATION

The tour guide knowledge is highly appreciated and it is also required when experts come to Bolivia looking for animal species. The guided work was based on a request by the institution, and the institution request of the translation work was the result got from periodical "service evaluation surveys" or feedback. The survey form consists of a set of questions about the services offered by the institution. The forms are answered by their customers every time a tour ends. The institution checks all the reviews and writes down the services which need to be improved.

This is the reason, the institution decided to attend this part of the service by using texts about the Bolivian Amazon fauna. As a result, they asked for the translation of texts through a letter to the head of Linguistics and Languages Department as it was pointed out before.

In summary, valuable information about the attraction is shared with the tourists in relation to the fauna in the Amazon; therefore, it is indispensable to support Indigena Tours guides' knowledge with the translated texts. The texts are related to fauna of the Bolivian Amazon species which are present in the attraction, and the very same texts will help the tour guides by using them any time.

1.8. DELIMITATION AND SCOPE

1.8.1. DELIMITATION

A general idea has been given about what the work is focused on. Particularly, describing the real context and keeping the value of the texts as it is presented. This guided work was elaborated in the department of La Paz, mostly in the office of Indigena Tours which is located downtown in La Paz. This work is limited to the translation from Spanish into English Language of the text "*Guia Fotográfica-Aves de Bolivia*" and from English into Spanish Language of the text "*Animals of the Bolivian Jungle and Pampas*". The guided work took six months from July 23rd of 2013 to January 23rd of 2014; all the translation work was finished in this period of time.

1.8.2. SCOPE

This work will be useful for Indigena Tour on their daily work. First, staff will be able to easily consult the texts again when necessary; second, guides will improve their vocabulary of wildlife in the Bolivian Amazon in order to communicate with the tourist. It will also help as a reference to have information about some important Bolivian fauna for academic or social purposes to people who speak Spanish or English language, birdwatchers, amateurs, photographers, etc.

1.9. CONCLUSION

So far, some important aspects about the institution were shared in this first chapter. This part of the paper is important in order to have information about the context where this guided work has been carried out. Therefore, in this chapter the history of the institution, objectives and needs were detailed. As part of the academic report for this work, the translation work, objectives and justification were stated. Also, the delimitation and scope were outlined.

CHAPTER II

REFERENCE FRAMEWORK

2. INTRODUCTION

This chapter develops some definitions related to the guided work. Concepts like translation, context, text styles, translation techniques and others are developed. Therefore, this chapter is considered to be important in order to understand concepts about translation and aspects related to the tourism field.

2.1. TRANSLATION RESOURCES

As translation is the main concern in the guided work, it will be first stated in this part of this chapter:

2.1.1. WHAT IS TRANSLATION?

“Translation is the expression in a language (or target language) from what has been expressed in another source language, preserving semantic and stylistic equivalences” (T.Bell, 1991:5). In other words, translation has to do with changing the form from one language into another keeping the meaning carefully. And according to Peter Newmark (1991:5), even though translation is often seen as “rendering the meaning of a text into another language in the way that the author intended the text, the temptation is to transfer as many SL (Source Language) words to the TL (Target Language) as possible”. Then, reproducing the meaning of a text according to the author’s intention of the text is something hard and out of sensitivity because it is difficult to reproduce the intention of the writer. Hence, it is more suitable to keep or reproduce most of the text into the Target Language taking into account the text characteristics. Moreover, Newmark states that translation is “compounded of intelligence, sensitivity and intuition as well as knowledge” (Newmark, 1988:4). These components will help to avoid artificial translation and will help to make the best decision at the moment of translating.

In summary, translating implies reproducing the words in a text keeping the meaning of the source language as closely as possible into the target language. It is also important to take into account the text characteristics. The translating process has to be carefully carried out. As a result, it is possible to have an accurate translation based on sensitivity, intuition and knowledge.

2.1.2. TRANSLATION TECHNIQUES

The translation resources used for this guided work will be described in this part. It is important to have a helpful technique to elaborate the translation which is certainly chosen according to the text requirements. In the following section, the translation techniques (T.Bell, 1991: 70) used in this paper with examples retrieved from both texts will be addressed.

2.1.2.1. LITERAL TRANSLATION

This type of translation has a high similarity to the original word or text, and there is a “replacement of the source language syntactic structure by the target structure” (T. Bell, 1991: 70). Then, the target structure will have a similar structure to the source text and the source text will be a guide to the translation itself. What is more, not only a word but also a sentence can be translated literally; even though this technique is known for having no sense, it could have good results when translating very technical texts to maintain the original form such as the following example extracted from the text “*Animals of the Bolivian Jungle and Pampas*”.

The following example was extracted from one of the source texts:

EXAMPLE: Translation from English into Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, Page:	
Source Text:	Target Structure:
‘SOUTH AMERICA’	‘Sud América’.

2.1.2.2. LITERAL MODIFIED

According to Peñaranda (2006: 21) the literal modified technique can have some lexical structures changed without changing the original (source) meaning, order and grammar structure to fit with the language grammatical structure of the recipient language. In other words, some structures can be changed in order to have a better and most natural translation. The following example, extracted from one of the translated texts “*Animals of the Bolivian Jungle and Pampas*” gives a better idea of the literal modified technique:

EXAMPLE: Translation from English into Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, Page: 8	
Source Text:	Target Structure:
“ <i>Brocket deer are small to medium sized deer that live in Central and South América [...]</i> ”	“ Los <i>venados Matacán son ciervos de tamaño pequeño a mediano que viven en Centro y Sudamérica [...]</i> ”

The example shows that the article in Spanish “Los” was included to fit the Spanish language grammar structure.

2.1.2.3. TRANSPPOSITION

According to Roger T.Bell (1991: 70) it is “the rendering of a source language elements which are semantically, but not formally equivalent”. In the guided work of Peñaranda (2006: 21), the author says that this technique has to do with the grammatical modification from the source language to the recipient language. Furthermore, it is possible to change two words or even a clause sentence where the technique helps when there are some words that the recipient language does not have equivalence. See the use of this technique in the following example extracted from the text “*Animals of the Bolivian Jungle and Pampas*”.

EXAMPLE: Translation from English into Spanish	
Source text:	Target Structure:
<i>'Brocket deer are small to medium sized deer that live in Central and South America'</i>	<i>'Los venados Matacán son de tamaño pequeño a mediano que viven en Centro y Sudamérica'</i>

2.1.2.4. MODULATION

In the words of T.Bell (1991: 70) modulation is shifting the point of view of the speaker according to one's point of view; following Peñaranda (2006:21-22), it refers to the meaning itself, not with the original form, and the translator uses idiomatic expressions and conventional words to turn the final work into the most natural possible text to the readers. In short, this translation technique is important to set a familiar translation. See the following example extracted from the text “*Animals of the Bolivian Jungle and Pampas*”: ‘They are sometimes called “**stinkbirds**” because they smell.’ where the

possible translations of “stinkibirds” are: apesta, hediondo, pestilencia; the most natural and common word should be “ave hedionda”.

2.1.3. A TRANSLATOR

The communication process is something natural to us. In fact, people get a code which is decoded automatically in our brain. According to Roger T. Bell (1991:19) all communicators are translators as they all receive signals that must be decoded. The role of the translator is important and a translator follows the following process (T. Bell, 1991:19):

- 1) “ The translator receives signal (containing message)
- 2) Recognizes code
- 3) Decodes signal
- 4) Retrieves message
- 5) Comprehends message
- 6) Selects code
- 7) Encodes message by means of code
- 8) Selects channel
- 9) Transmits signal (containing message) “

Peter Newmark (1987:6) says “there is no such thing as a perfect, ideal or ‘correct’ translation. A translator is always trying to extend his knowledge and to improve his means of expression; he is always pursuing facts and words”. In other words, no translator will be satisfied with the result of the translation; on the contrary, he or she will always be able to improve the work with new knowledge which at the same time will have an improvement in each translation. A translator works on four levels: translation “is first a science, which entails the knowledge and verification of the facts and the language [...]; secondly, it is a skill, which calls for appropriate language and

acceptable usage; thirdly, an art, because it is the creative and the intuitive level of the translation; lastly, a matter of taste, where argument ceases, preferences are expressed” (Newmark, 1988: 6). We can notice that a translator has to pay attention to many things in a translation, trying to do a complete work and considering all key aspects. These aspects include keeping translation to a science level which uses professional knowledge and which can be verified by using skills, using the language correctly, also making it an art which may include the sensitive part of each translator, and finally using, perhaps, the personal criteria at the moment of choosing a word. Accordingly, a translator is faced to make decisions all the time.

2.1.4. ENGLISH FOR SPECIFIC PURPOSES (ESP)

It can be stated that English for Specific Purposes is basically English language learning/teaching according to the learners’ needs, aims, context in the situations expected and in the skill required to communicate (speaking, reading, listening, writing). It can be applied in any area such as Medicine, Engineering, Biology, Tourism, etc. (Cariaga, 2008:17, 18). The Indigena Tours staff’s ‘needs’ and ‘context’ in this work are focused on Tourism field. The texts have accurate information about different fauna species. The species are part of the attraction offered by the institution. Moreover, the information in both texts is used to communicate with customers as well as some knowledge about ornithology area. Finally, the texts are mainly related to tourism and ornithology fields because those have information to share about the attraction species for different visitors in the area.

2.1.5. TEXT STYLES

The text style is important in a text translation. It helps us select the appropriate grammatical categories in the translation of texts. Following Nida (quoted by Newmark, 1987:13) we distinguish four text styles:

- 2.1.5.1.** “**NARRATIVE:** a dynamic sequence of events, where the emphasis is on the verbs”.
- 2.1.5.2.** “**DESCRIPTIVE,** it is static, with emphasis on linking verbs, adjectives, adjectival nouns”.
- 2.1.5.3.** “**DIALOGUE,** with emphasis on colloquialisms and phaticisms.”
- 2.1.5.4.** “**DISCUSSION,** a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity, logical argument and connectives,”

After a short definition of the styles, it is noticeable that the texts “*Animals of the Bolivian Jungle and Pampas*” and “*Guia Fotográfica: Aves de Bolivia*” are both descriptive texts. Both texts show most characteristics of birds and different animals using adjectives and linking verbs. This information was important to select the accurate verbs and adjectives for the translating work.

2.2. CONTEXT

The context is the “linguistic environment, the surrounding language, and it influences on the choice of language forms and therefore it has an effect on output” (Ellis, 1985:295), another definition of context is “the linguistic environment of an element” (Crystal, 1997:450). In a few words, the context is all what surrounds a word. It helps to make the correct decision to select a word at the moment of translating a text. On the other hand, Ullmann (1962:57) states that it is very important to consider the context at the moment of determining the meaning of words which can be ambiguous or vague. This author also adds the term “verbal context” which can entail not only what is before or after a word but also the passage and even the complete text; and that the context can be variable because not all the words have different meanings and they differ from one word to another and from one language to another. As it is noticed, words in English

language can switch easily from one class to another which makes the context very important in this language.

Besides the context is important because it helps to know the natural or appropriate situation for using such expression. It is important to know when to use the appropriate word even though there are no exact synonyms because an inaccurate word may mean nothing to native speakers. This is because every language has expressions which can be used in specific situations according to the context. The translated texts context is related, more specifically, to animals and their characteristics.

2.3. WORD-FORM CHANGES

We will give a quick definition about Word-form Changes: we all know that a word can belong to two or more form classes at the same time such as the word *fire* which can be a *noun* or *verb* according to the context. Besides, the position in larger patterns determines which class they belong: noun, verb, adjective, or adverb. (A. Levre, 1964:146). Some words can switch the form from one class to another and it is common in English language where a noun can be used as verb, or as an adjective, etc.

2.4. EDITION OF TRANSLATION

According to the web-page *Transpanish*⁷ the edition of a text involves checking the spelling, grammar, punctuation and word selection in a text that does not have format. An editor can also change some ambiguous or not clear parts of the text. The edition takes place after the correction and it is focused on improving the text. So, the objective of edition may be a looking for effective communication. Different aspects were

⁷ It is an online language translation service and it is an active member of New York Circle of Translators. The web page link is available in the bibliography section.

analysed in the translation process, some of them are grammar, spelling and punctuation which are developed in the methodology section.

The edition is an important final part of a translated work. It should be considered all the aspects mentioned before to have a good final translation work. Including different aspects at the moment of editing like text and reader type, grammar, spelling and punctuation is necessary. A more qualified text may be the result.

2.5. INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT)

According to Maximiliano Daniel Lana (2007: 42) Information and Communication Technologies allow the storage, processing and transmission of data. On the other hand, the information and communication technologies are present from the 90's and they offer a set of innovative services: networks, software and different items. Their purpose is to provide facilities and make connection through technology like radio, television and, nowadays, digital technologies like internet, whiteboard, the web and blogs. These technologies show the society evolution, education change and a different way of spreading and generating information. Besides, it has become a tool for social interaction.

To sum up, the internet (a form of ICT) was a helpful tool in this guided work. It provided updated information from many web pages of specialized organizations which are out of Bolivia. Moreover, there was a chance to find and communicate with institutions through free social networking websites. Also, it was useful to get quality, updated and accurate data about the necessary information for this work of translation.

2.6. GLOSSARY

Glossary is stated as a “list of technical or special words (those occurring in a particular text) explaining their meaning” (Oxford, 1992:384). Another definition is “an alphabetical list of the terms used in a special field” (David Crystal, 1997:452). So, a glossary is the explanation of some terms in an alphabetical order related to any area. At the same time, a glossary belongs to a specific text or book. Both translated texts have a glossary included.

2.7. LANGUAGE FUNCTIONS

There are three main language functions which are listed below with short definitions (Peter Newmark, 1988: 39-44):

2.7.1. THE EXPRESSIVE FUNCTION

It is subjective, so feelings are expressed through this function such as texts of poetry, plays, legal documents, essays.

2.7.2. THE INFORMATIVE FUNCTION

It expresses “reported ideas or theories” (Newmark, 1988: 40). It has valuable data about any topic. And according to Newmark (1988:40) the format of this type of text is often standard like a textbook, scientific paper, a thesis. In other words, the informative texts use formal or neutral, and technical style.

2.7.3. THE VOCATIVE FUNCTION

This type of text is addressed to the readership like publicity. The vocative function is to entertain the reader. Also, this type of text is simple and comprehensible to the readership.

It is true that a text can belong to more than one function, but the two translated texts in this guided work are mostly *informative*. Which function is related to facts and theories. Besides, the common informative texts are: a textbook, a technical report, an article in a newspaper or a periodical, a scientific paper, a thesis and so on. The texts translated in this work involve knowledge which is a product of facts. The two texts are technical textbooks focused on different Amazonian species to inform to birdwatchers, ornithologists and others.

2.8. SPECIALIZED TRANSLATION VS. TECHNICAL TRANSLATION

Francisca Suau (2010:17) states that the specialized translation is concerned with the need of communication for professionals. Then, the specialized translation is concerned with academic or professional issues and not literary or fiction texts. Besides, the specialized translation is needed in different areas in order to express information, services, requirements, etc.

On the other hand, technical translation is part of specialized translation. Technical translation is not merely cultural, but universal; as the benefits of technology are not confined to the language of a community. The other part of specialized translation is the institutional translation, the area of politics, commerce, finance, government, etc. Technical translation “is primarily distinguished from other forms of translation by terminology.”(Newmark, 1988: 151)

Varieties of technical style according to Newmark (1987:153)

- 1) Academic translation which includes transferred Latin and Greek words linked to academic purposes. In the translated texts there is scientific terminology like the following example ‘phlegmasi albadolens’ from the text “*Guia Fotografica Aves de Bolivia*”.

- 2) Professional translation has to do with formal terms and it is used by experts. An example is the word ‘arboreal’ from the text *”Guia Fotografica Aves de Bolivia”*:
- 3) Popular translation which is a layman vocabulary that has an alternative term like the example ‘tufted Capuchin’ is used instead of ‘black-capped capuchin’ in the text *“Animals of the Bolivian Jungle and Pampas”*:

Regarding the guided work, technical translation was used for the translation of the texts. This technique is used because the texts are concerned with terminology related to Fauna (which also includes biology, ecology and ornithology terms). Technical translation is universal and these kinds of words were used in the texts translation.

2.9. CONSIDERATIONS RELATED TO THE TRANSLATION WORK

This guided work was based on material of Tourism diffusion. It also involves knowledge of ecology, ecotourism, and ornithology. Some short definitions about these areas related to the guided work will be addressed below.

2.9.1. TOURISM

As the present guided work is related to the tourism field, this part will be concerned with a short definition about Tourism. Let us point out that there are so many definitions from economical, administrative, psychological, etc points of view about Tourism by many different authors.

For example, Gibson (quoted by Rivadeneira, 1977:26) says that Tourism is “a set of relations, services and installations that are created as a product of human displacements.” In other words, the traveler originates this interaction where the tourism has a socio-cultural character. But a more simple definition is given by DRAE (*El Diccionario de la lengua española* (DRAE), 2001: online dictionary) “the activity of

travelling for pleasure” since the word “*Turismo*” comes from the English word “*Tour*”. It is commonly called “*industria sin chimeneas*”, and with the characteristics of *complexity* because different disciplines contribute to the field; and *dynamism* by its dynamic quality. Finally, tourism is travelling for pleasure to the many different types of attraction around the world.

2.9.2. ECOLOGY

Ecology is a part of Natural Sciences, which is concerned with the relationship between beings among themselves and the environment in which they inhabit (B. de Morales, 1990:7). Ecology is essential for the survival of earth species because the municipal and national park visitors are increasing, and it may affect the animals and the area; as a consequence, the natural resources of the area. Furthermore, social, economic and political factors often influence the short-term distribution of resources needed by a specific human population. Ecology also includes the study of environmental problems such as pollution. For example, the institution practices waste handling, reduced environmental impact, and natural resources saving. But the reason ecology definition is included in this work is because the institution of this paper practices ecology; and with this short definition it can be understood that the institution needs the texts to take care of the wildlife at the moment of guiding. The institution must show respect for the different species by using the fauna information in texts.

2.9.3. ECOTOURISM

“Ecotourism is being aware of environment and the taking care of all natural and cultural legacy of our country through the adequate services”. (Congreso Nacional de Oferta Ecoturística de Ecoturismo Bolivia, 1997:163) It is said that tourism is concerned with the promotion of the three big areas of our country such as the plateau, the amazon and the south part of the country. The work is particularly concerned with the amazon where **ecotourism** is highly practiced as a principal activity. Moreover, ecotourism is

developed in natural areas which have sustainable resources and with the active participation of local communities, all to preserve the attraction.

In short, ecotourism is practiced in the amazon to preserve the natural and cultural legacy through a responsible tourism practice. Ecotourism is addressed for two important reasons. The first reason is that “Indigena Tours” puts into practice ecotourism. Second, the texts themselves (“*Animals of the Bolivian Jungle and Pampas*”; and “*Guia Fotográfica: Aves de Bolivia*”) have a lot of information about animals, such as the season of breeding and where they can be found; such information is important for the institution staff to keep safe their customers and to take care of the wildlife they work with.

2.9.4. ORNITHOLOGY

Ornithology is explained because terminology related to birds is mostly found in the texts translated. Therefore, ornithology is a branch of zoology and natural history that involves the study of birds. Frequently, ornithology studies include classifying or identifying bird species and studying behavior, reproduction, migration patterns, population growth, conservation and bird ecology which were helpful with many terms in the translation.

2.10.CONCLUSION

In summary, chapter two shows valuable concepts to support the guided work. For example, translation resources like “edition of translations”, “context” and “text style” are stated. Besides, concepts of translation techniques were developed as they are relevant for the translating process. Furthermore, definitions of tourism, ornithology and ecology were considered because the translated texts belong to those fields.

CHAPTER III

PROPOSAL DEVELOPMENT

3. INTRODUCTION

The following part incorporates the description of the practical stages of the guided work. This chapter shows the development of the work stage by stage. Topics such as participant, beneficiary, work schedule and evaluation criteria are considered. Besides, an accurate description of the developed stages, achievements and experiences are included.

3.1. DESCRIPTION OF THE ORGANIZATION OF THE GUIDED WORK PROJECT PROPOSAL

In this part, the beginning of the guided work will be described. First, there was a contact with the institution “Indigena Tours”. Then, there were meetings with the institution to develop the guided work. After, the institutional agreement was signed by both “Indigena tours” and the Linguistics and Languages Department. Then, the institution needs were identified. A working plan was presented to Linguistics and Languages Department and to the institution. The chronogram of activities was stated. There was a meeting with the Institution Tutor and the Linguistics and Languages Department tutor to set the working schedules. Later on, the translated work started following the proposed steps for both texts.

The following table describes the stages we went through in translating for both texts. Table 1 describes the work procedure per month.

TABLE 1. Description of the guided work stages for both texts

2013-2014	<i>1st stage</i>	
	<i>Translation</i>	JULY- AUGUST-SEPTEMBER (2013)
	<i>2nd stage</i>	
	<i>Correction</i>	SEPTEMBER- OCTOBER-NOVEMBER (2013)
	<i>3rd stage</i>	
	<i>Edition</i>	NOVEMBER –DECEMBER-JANUARY (2013)
	PRESENTATION OF FINAL TRANSLATION	JULY(2013)- JANUARY (2014)

Different techniques were used in the translation of the two texts. Also, texts, dictionaries, web-pages online books and online dictionaries have been used to support the translation work. The translated information was checked over by the institution Tutor and by the Linguistics and Languages Department Tutor. There was a correction stage of both texts. After, both texts were presented once again to both, the institution Tutor and the Linguistics and Languages Department Tutor. Finally, an edition of both texts was made in the target language to have a final product.

3.1.1. PARTICIPANT AND BENEFICIARIES

The guided work had as participants to Univ. Vanesa Choque Choque and the Linguistics and Languages Department Tutor of this work, Lic. Jacqueline Sanchez. The tutor made the respective correction of the work during all stages. On the other side, the beneficiary is the institution Indigena Tours. The institution is a tour operator in the Bolivian Amazon. The translation will benefit this institution to support their tour guides' knowledge.

3.1.2. WORK SCHEDULE

In the following part, a description of each stage of the guided work is presented.

TABLE 2. Description of the translation work per period

WORK PERIOD	MONTHS OF WORK	NUMBER OF PAGES (ORIGINAL TEXT)	NUMBER OF PAGES (TRANSLATED TEXT)	REMARKS
First Stage	July-August-September	132	148	The text " <i>Animals of the Bolivian Jungle and Pampas</i> " was first translated. Then, the first part of the text " <i>Aves de Bolivia</i> " started to be translated as well in this stage.
Second Stage	September-October-November	132	132	The translation of " <i>Aves de Bolivia</i> " finished, and correction stage started for both texts.
Third Stage	November-December-January	91	94	During the last part of this period another correction and edition was done in order to have the last translation.

Sub-Total		355	374	In this part, the text: “ <i>Animals of the Bolivian Jungle and Pampas</i> ” has a glossary and index. The text “ <i>Aves de Bolivia</i> ” did not have a Glossary nor an Index yet. Both were added for the final presentation.
Total	July 2013- January 2014	355	392	Presentation of last translation to the Institution Tutor

Table 2 describes the translation process taking into account the number of pages translated per month. The table function is to quantify the total number of pages translated.

3.1.3. EVALUATION CRITERIA

The evaluation was carried out by two people, one from the institution and other from the “Linguistics and Language Department”. The first reviser was the Linguistics and Languages Department Tutor during all the present guided work, it means from July 23rd of 2013 to January 23rd of 2014. Besides, the evaluation and supervision of the Guided Work was in charge of Lic. Jaqueline Sanchez. In addition, the supervision and evaluation at the institution was in charge of Armando Sanchez who is manager and owner of Indigena Tours.

3.2. DEVELOPMENT OF THE PROPOSED GUIDED WORK FOR THE INSTITUTION INDIGENA TOURS

The translated work went over different process stages while the translation was taking place. It had the following stages:

3.2.1. PREPARATORY STAGE

First, there were meetings with the staff and owner of Indigena Tours to choose the most necessary texts according to the institution's needs. After, texts were selected from a variety of materials and they were provided by order of importance. The guided work was about translating: the text "*Animals of the Bolivian Jungle and Pampas*" was translated from English into Spanish language and the text "*Guía Fotográfica-Aves de Bolivia*" translation was from Spanish into English Language. The first text is related to many different animals which belong to the Bolivian Amazon, and the second text is related to bird species from Bolivia

Second, in this period, institutional and administrative information like the institution vision, mission, and history was also gathered for this work. Then, the working modality and the details for the guided work were stated at the Institution (schedules to work at the institution, schedules at home). Besides, Indigena Tours provided a space at their office and a computer with internet to develop the translation. The methodology related to translation was stated with the Linguistics and Language Department tutor (dates of meeting, pages per day, methodology to use in the translating process, etc).

The guided work started after the approval of the working plan of the guided work. According to the chronogram, the work started on July 23rd (2013) with the translation of the first text "*Animals of the Bolivian Jungle and Pampas*"; then, the second text: "*Guia Fotográfica: Aves de Bolivia*" was translated. Later, the work was divided into three

stages: after a careful reading the translation started, and then there was a correction. Finally, the edition of the text took place.

In the chart below, the approximate time spent in the translation is described. Also, a short description of what has been done during each period of time is included. It helps to have an idea of the number of pages translated a day for both texts.

TABLE 3. Approximate time spent in translation per page in each period

APPROX. TIME PER PAGE	<i>1st STAGE</i>	<i>00:15:00 min</i>	reading of the text and identification of unfamiliar structures and terminology
		<i>00:30:00 min</i>	searching for unfamiliar structures and terminology in dictionaries, encyclopedias and people concerned with the matter
		<i>01:40:00 min</i>	Writing of the first draft
	<i>2nd STAGE</i>	<i>00:40:00 min</i>	Correction and second time searching of some terms
	<i>3rd STAGE</i>	<i>00:30:00 min</i>	Second correction and Edition
	<i>TOTAL</i>	<i>3,35 min</i>	

While the translation was taking place, a glossary with the most relevant terms in each text was being built up too. Moreover, some terms from one text were also useful for the other text translation, and some terms were used many times in the same text but in different parts of it. Such common and useful words of the translation process were used for built up the glossary which is available at the end of each target text.

3.2.2. SEQUENCE OF ACTIVITIES

In this section, the activities will be described according to a chronological order. Each activity is divided into stages and they show the process of translation.

3.2.2.1. FIRST STAGE: TRANSLATION AND RESEARCH

The work started on July 23rd, 2013 and it included meetings with the Linguistics and Languages Department tutor every one or two weeks. On the other hand, there were meetings or contact via e-mail with the institution tutor to work on some of the difficult terminology of both texts. The work was done 5 days a week and 8 hours per day. Every page translated followed this process:

- Reading of the text and identification of structures and words with difficult translation: in this part, there was a quick reading to get familiar with the text, its information and structure. Then, the second reading was to identify the difficult parts of the text and find out the technical words.
- Searching for the structures and words of difficult translation: this part of the work was done with the help of dictionaries, encyclopaedias and web pages. The possible denotative meaning and the meaning in the text context was searched.
- Writing of the first draft: in this process, the source text was reproduced into the target language. Translation techniques according to the texts requirements were used because keeping the source text meaning was very important. Morphological, grammatical and syntactic criteria from the target language were taken into account at the moment of translating as well.

3.2.2.2. CORRECTION OF THE FIRST TEXT

The translation mistakes found, like mother tongue interference, misspelling, coherence and punctuation were checked during this stage. However, this correction was simultaneously done while the translation was taking place as well. Moreover, there was a misuse of some words which was replaced by other searched words. Besides, once a week or every two weeks the translated text (into Spanish or English according to the source text) and the original texts were given printed to the Linguistic and Languages Department tutor to be corrected. The meetings with both tutors (Linguistic and Languages Department Tutor and the Institution Tutor) did not have a specific or established time because the difficulty in matching schedules to meet. The Linguistic and Languages Department tutor was in charge of checking the work quality looking for errors, making suggestions and making remarks to correct or improve the terminology.

Moreover, every two months the translated text was submitted to the institution tutor. This person was in charge of verifying the progress of the work. He could also make suggestions or any valuable comment. The institution tutor is qualified to do this task as he is an English speaker too. Besides, this person has some knowledge about terms related to the work.

Concerning to the translations approximate time, it is set according to the text difficulty. Table 3 shows that a page translation took around 03:35:00 hours. Table 4 shows the approximate time spent per text. The total number of translated pages is 374. Then, the time spend in the translation work is 1173.45 hours.

In the following part, table 4 shows the translated texts during the first stage:

TABLE 4. Time spent in the translation work

TEXT	ORIGINAL TEXT PAGES	TRANSLATED PAGES	APPROXIMATE TIME SPENT PER PAGE	TOTAL TIME SPENT
Animals of the Bolivian Jungle and Pampas	75	81	2 hour 55 minutes	$81 \times 2,55 = 206$ hours 55 minutes
Guía Fotográfica Aves de Bolivia	286	293	3 hours and 30 minutes	$293 \times 3,25 = 966$ hours 9 minutes
			TOTAL SPENT TIME	1173 hours 45 minutes

3.2.2.3. DIFFICULTIES FOUND IN THE FIRST TEXT

In this period, the first book “*Animals of the Bolivian Jungle and Pampas*” from English into Spanish language translation was basically finished. Problems at the moment of keeping the source text meaning in this translation were evident, and then they were corrected along the translation process. In the following part some difficult parts of the first text are addressed:

EXAMPLE 1: from English to Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ” page: 8-9	
Source Text:	Target Structure:
<p>“<i>They are different from white-tailed deer because brockets are smaller than white-tails, and their tails are small, round white balls, not the long flag of a white-tail.</i>”</p>	<p>“<i>Son diferentes de los ciervos de cola blanca porque los Matacán son más pequeños que los cola-blanca, y sus colas son pequeñas bolas redondas y blancas, y no así como las colas largas de un cola blanca.</i>”</p>

Example 1 difficulty was to find out equivalence in Spanish for the terms in bold.

EXAMPLE 2: from English to Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ” page: 66	
Source Text:	Target Structure:
<p>“<i>Many (but not all) have a Bidder's organ, which is a mass of gonadal tissue in males that has the appearance of an immature testis. If the testis of a male is surgically removed, the Bidder's organ will enlarge and differentiate into a functional ovary.</i>”</p>	<p>“<i>Muchos (pero no todos) tienen un órgano de “Bidder”, que es una masa de tejido gonadal en machos que tiene la apariencia de un testículo inmaduro. Si los testículos de un macho son quirúrgicamente retirados, el órgano de “Bidder” se ampliará y se diferenciará a un ovario funcional.</i>”</p>

In the previous example, a deep investigation was done about the meaning of “Bidder’s Organ”, and then another investigation was done to look for its translation. After looking in different sources, a use of the same term in both Spanish and English web pages was found, since Bidder means “an undeveloped ovary located anterior to the testis in male true toads (*Bufo*idae)”. So, the same term was used in the target language.

EXAMPLE 3: from English to Spanish		
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ” page: 9		
Source Text:	Spanish variations:	Target Structure:
Word: Capybara	Capiguara, Capibara, Carpincho	Word used: Capibara

Example 3, different variations in Spanish language were found, but according to the context, the word “Capibara” in Spanish had more usage than the other words. So this word was chosen for the text from the different variations.

EXAMPLE 4: from English to Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ” page 8 and 17	
Source Text:	Target Structure:
<p><i>“Brocket deer</i></p> <p><i>They are different from white-tailed deer because brockets are smaller than white-tails, and their tails are small, round white balls, not the long flag of a</i></p>	<p>Word used in “Brocket deer” translation:</p> <p>Cuerna: cuerno macizo, que algunos animales, como el ciervo, mudan todos</p>

<p><i>white-tail. In both species the males have antlers that are shed each year.”</i></p> <p><i>“Marsh Deer Marsh deer have very large ears lined with white hairs, reddish brown colored body and long dark legs. The hair becomes darker during winter. Only males have antlers. Adults can reach a weight of 150 kg.”</i></p>	<p>los años.</p> <p>Word used in “Marsh deer” translation:</p> <p>Cornamenta: conjunto de los cuernos de algunos cuadrúpedos, como el toro, la vaca, el venado y otros, especialmente cuando son de gran tamaño</p>
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Example 4, in both species: “Brocket deer” and “Marsh Deer”, the word “antler” is used to design a similar word in Spanish since both are a kind of deer. Nevertheless, both species vary in the size of the antler, which has two words according to the context in Spanish language.

3.2.2.4. SECOND STAGE: TRANSLATION AND CORRECTION

The second period started during September, October and November, 2013. During these months, the work was similar to the first period, unfamiliar words were searched, and then the texts were translated. Also, there were regular meetings with the Tutor to check details and get back the pages given to the Tutor the days before. Then, corrections took place. This period was difficult because there was an exhaustive work to correct the translated texts. Once the correction was done, the text was forwarded in a compact disk or via e-mail to each tutor; that is to say, the institution Tutor and the guided work Tutor.

For the first text “*Animals of the Bolivian Jungle and Pampas*”, there was an agreement with the Institution Tutor to work 4 hours in the Office of Indigena Tours and 4 hours out of the office because I had a part time job in another place. However, due to the difficulty of the second text “*Guía Fotográfica-Aves de Bolivia*”, the translation was done 8 hours a day in the office of Indigena Tours in the second period of this guided work in order to be close to the downtown libraries and have access to internet.

3.2.2.5. DIFFICULTIES FOUND IN THE SECOND TEXT

This second text “*Guía Fotográfica Aves de Bolivia*” had a lot of technical words. And it was the hardest part of the translation because it took a lot of time to find out such technical words linked to Ornithology, Biology, Ecology and Geography. For example, the word “Tola” did not have a definition in any dictionary or book in English language and it was hard to find a translation, equivalence or even a meaning of it in Spanish or English language. Since there was no clear meaning in primary sources, an investigation was done by asking the tour guides and staff of Indigena Tours. When some idea about the meaning of the word “Tola” was found, it was easier to know what to look for, the information found is:

Tola: A thorny bush linked to **Rhamnaceae** family of plants used as fuel by the Puna inhabitants.

EXAMPLE 1: from Spanish to English	
SOURCE TEXT: “ <i>Guía Fotográfica Aves de Bolivia</i> ”	
Source Text:	Target Structure:
Se alimenta de semillas y flores de arbustos de tola (<i>Parastrephia</i>) y queñua (<i>Polylepis</i>)	It feeds on seeds and tola bush flowers (<i>Parastrephia</i>) and Keñua (<i>Polylepis</i>).

It would have been easier to translate the word as “thorny bush”, but the original word was kept since it is used in different countries of South America with the same word and there was no equivalent in English which can keep the original meaning. Most of the plant nouns had an equivalent in English language; that is the reason for searching equivalence for the word “Tola”. At the end, the same word was used as it is a proper noun. Besides, a footnote was added not to misunderstand this word’s meaning.

Also, the text “*Guía Fotográfica Aves de Bolivia*” is written mainly using phrases which sometimes present more ambiguity than when they are used in complete sentences. This way of writing in Spanish language is different from writing in English language which has a grammar structure that includes: subject, verb and object. As a consequence, it was necessary to re-write the Spanish phrases to make them sentences in Spanish and finally translate them into English.

In the following example, the structure of the source text made of phrases can be appreciated and also, the English version made of sentences.

EXAMPLE 2: from Spanish to English	
SOURCE TEXT: “ <i>Guía Fotográfica Aves de Bolivia</i> ”	
Source Text:	Target Structure:
<p>“Copetón de Cresta Parda</p> <p><i>Myiarchus tyrannulus 19.5 cm</i></p> <p><i>Pico negro, corona marrón, coberteras marrones con dos líneas claras. Cola predominantemente rufa desde abajo.</i></p>	<p>“Brown-crested Flycatcher</p> <p><i>Myiarchus tyrannulus 19.5 cm</i></p> <p><i>It has a black bill, brown crown and brown coverts with two light stripes. The tail is prevalently rufous colored from the</i></p>

<p><i>Contraste débil entre garganta grisácea y vientre amarillo pálido. Se encuentra en dosel y bordes de bosque. Común en una variedad de zonas semi abiertas a abiertas, en el Cerrado, Chaco y bosques de sábana. Silbidos cortos y repetidos “kuit”. Presentes en los departamentos de PA, BE, LP, CO, SC, CH, TA ENTRE LOS 400 A 300 M. Emigrante austral.</i></p> <p><i>Atila de Ojo Blanco</i></p> <p><i>Attila bolivianus 19cm</i></p> <p><i>Es el Atila más grande y llano. La única especie de Atila con iris amarillo blanquecino conspicuo. Leonado-marrón apagado por encima con corona más gris; leonado-anteado por debajo y con alas oscuras. Garganta, abdomen y vientre amarillento. Mandíbula rosada blanquecina con gancho en el pico. Habita en estratos bajo y medio varzea y de bosques de transición. Presente en los departamentos de PA, BE, LP, CO, SC entre los 100 a 1000 m.”</i></p>	<p><i>low part. There is a weak contrast between the grayish throat and the pale yellow belly. It is found in canopy and forest edges. It is common in a variety of semi-exposed areas, in the Cerrado, Chaco and savanna forests. It makes short whistles and repeated “kuit”. It is present in the departments of PA, BE, LP, CO, SC, CH, TA between 400 to 300 m. It is an austral migrant.</i></p> <p><i>Dull-capped Attila</i></p> <p><i>Attila bolivianus 19 cm</i></p> <p><i>It is the biggest and even bird. It is the only Atila specie with a conspicuous whitish yellow iris. It is faded tawny-brown at the top with a grayer crown. It has tawny-buff underneath and dark wings. The throat, abdomen and belly are yellowish. The mandible is whitish pink with a hook like bill. It lives in low and mid of varzea and transition forests. It is present in the departments of PA, BE, LP, CO, SC between 100 to1000 m.”</i></p>
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Some words have similar meaning and also similar spelling, but they are different. An example is the distinction between **montañez** and **montano**. Two different equivalences for those words were found. As a result, a distinction was made during the translation, since both words are regularly used in the whole text. The explanation is illustrated in the following table:

EXAMPLE 3: from Spanish to English		
SOURCE TEXT: “ <i>Guía Fotográfica Aves de Bolivia</i> ”		
Source Text::	Target Structure:	Meaning:
<i>Montañez</i>	<i>Mountain</i>	<i>an area of land that rises very high above the land around it and that is higher than a hill</i>
<i>Montane</i>	<i>Montane</i>	<i>of, relating to, growing in, or being the biogeographic zone of relatively moist cool upland slopes below timberline dominated by large coniferous trees</i>

In the translation process, linking words were avoided, since the aim of the source text was to give accurate and short information. The meaning of the words above was taken from the online Merriam Webster dictionary.

3.2.2.6. LIMITATIONS

During the translation process, ornithology or animals of Bolivia related printed books were not available in English language neither in the university library nor in the institution. So, there was not enough material that could help in the translation. Besides, it was not possible to find out an experienced person concerned with the field of ornithology, biology or zoology in English Language though we tried to contact some web pages like: “Wisconsin Society for Ornithology”, “Bird life International”, “Bird

studies Canada”, “Bill Volkert-Naturalist”. Furthermore, the scientific or technical terms were mainly used under previous investigation in websites of different institutions and online books. Then the terms were analysed and compared with more than one referential source. Both texts were useful at the moment of translating some animal species because some species were in both texts, which mean some of the terms were used in both texts too; also, some dictionaries available in the library of the Linguistics and Languages Department were useful to look for some terms.

Another limitation was that the Institution Tutor, and manager at the same time, was in the office of Rurrenabaque most of the time and not in the office of La Paz. This situation made difficult to have meetings with him to coordinate details to start, and then to continue the work in the different levels.

Related to the translation itself, the limitations were some misspellings, mistakes in the texts and some not comprehensible phrases since one of the books (*Guia Fotográfica: Aves de Bolivia*) was written mainly with phrases or unfinished sentences lacking coherence and cohesion. It was mainly a descriptive text, so we needed to be careful with the translation. Finally, these limitations were solved by looking at and using words in context.

To sum up, in spite of the different limitations linked to the translation mentioned before, the most accurate words were looked up and found. Some websites and online books were useful at the moment of gathering information instead of using books. There was a patient correction of those misspellings, mistakes in the texts and some not comprehensible phrases. When the Institution Tutor was in Rurrenabaque, the information was sent in a compact disc for its correction to Rurrenabaque by flight. Finally, the limitations were surpassed in order to develop the guided work.

3.2.2.7. THIRD STAGE: CORRECTION AND EDITION

This period lasted from November, December (2013) to January (2014). During this process, some grammatical mistakes and misuse of some terms were found. As a result, there was an exhaustive investigation once again to find a better equivalence.

The first text: “*Animals of the Bolivian Jungle and Pampas*” presented a regular difficulty. The source text is made of intermediate English sentences; that means that the source text is comprehensible and it has accurate information which was useful for translating. As a consequence, during the target text correction there were just some mistakes which were corrected successfully.

The second text: “*Guía Fotográfica-Aves de Bolivia*” had more mistakes in the translation than the first translated text “*Animals of the Bolivian Jungle and Pampas*”. It took time to research once again for some terms which were literally translated. In this part, the help of some institutions contacted via email and which are out of the country were helpful to find the correct term in each part of the text.

In the following section, table 5 shows the progress of work in general:

TABLE 5. Results of the translation process

TEXT	ORIGINAL TEXT PAGES	TRANSLATED PAGES	CORRECTED AND EDITED PAGES
Animals of the Bolivian Jungle and Pampas	75	81	83
Guía Fotográfica Aves de Bolivia	295	293	309

An index was added for the second book (*Guia Fotográfica: Aves de Bolivia*) before presenting both texts. There were also corrections in this part because the information of the index and the text did not fit. Besides, the general Glossaries were added with the last corrections in both texts.

3.2.3. INITIAL ACHIEVEMENTS

The initial achievements we got were:

- Institutional meetings between “Indigena Tours” and the Linguistics and Languages Department of San Andres Major University.
- More information about the attraction offered by the institution to choose the texts for the translated work.
- A general and short reading of the source texts.
- New technical words learned.
- A glossary with most relevant words.
- A meeting with the institution Tutor and the staff in La Paz to have a short interview about the texts and some technical words.
- Application of the working plan: translation, correction and edition.
- A final product on each target language.

3.2.4. EXPERIENCE

There were many experiences while the guided work took place at “Indigena Tours”, some of them are:

- Meeting the institution which operates almost every day and it is one of the best operators in Rurrenabaque.
- Applying the different translation techniques.

- Learning vocabulary and also experience in the field of tourism, fauna, ornithology and translation.
- Learning that there are many valuable animal species in Bolivia.
- Helping the institution to have material to support their staff knowledge.
- Having a very rewarding experience translating the texts.
- Experiencing a very challenging translation work.

3.3. CONCLUSION

So far, chapter three develops the process of the guided work, from the very beginning to the final step. There is a description stage of the guided work which shows general and specific information of both translated texts. Aspects, like translation, edition and correction of the translated texts were explained. Finally, initial achievements and the experiences which were the result of the guided work are set up.

CHAPTER IV

METHODOLOGICAL FRAMEWORK

4. INTRODUCTION

In this chapter, the methodology used during the translation of the two texts “*Animals of the Bolivian Jungle and Pampas*” and “*Guía Fotográfica Aves de Bolivia*” is developed. There is a detail of the work itself with different descriptive charts. Besides, some examples of both texts are listed and described. This chapter will help to review the guided work characteristics and stages.

4.1. TECHNIQUES AND TOOLS CONSIDERED DURING THE PROCESS OF THE GUIDED WORK

The translated work took six months. In this part of the paper the beginning, the process and the result of the translating work will be described. The first text translated was “*Animals of the Bolivian Jungle and Pampas*”. “Literal translation” was used at the beginning of the translating work. The “literal modified technique” was also used for this text. Then, “transposition and modulation” were used for some parts of the text. The same techniques were used for the translating work of the text “*Guía fotográfica: Aves de Bolivia*”. The text mentioned before had more technical words than “*Animals of the Bolivian Jungle and Pampas*”, so there was a short investigation about the meaning of those words, and then the translation was made according to the word context.

Different sources of technical words were used to translate both texts.

4.1.1. ANALYSIS OF THE TRANSLATION PROCESS

The translation techniques used for the translating work were: *literal, modulation, transposition and literal modified*. An analysis was made to use these techniques while translating. Such process was done by identifying a translation technique that fits the text characteristics. Based on this analysis, a difficulty to keep the meaning was detected

in many parts of the texts. Some examples of this analysis are addressed in the following part:

4.1.1.1. LITERAL TRANSLATION

This technique has been mostly used in the first text: “*Animals of the Bolivian Jungle and Pampas*”. Bold-typed phrases are shown in the following chart as an example of this technique:

EXAMPLE 1: Translation from English into Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, page: 7	
Source Text:	Target Structure:
<p>“<i>An agouti has small ears, and slender feet, with long, hoof-like claws. They have five front and three hind toes. The first toe is very small. The tail is very short and hairless, or they do not have one. When walking it uses its long legs with a jumping motion, a little like a deer. They are nocturnal animals. In the wild, Agoutis are shy animals and run away from humans. They hide at night in hollow tree-trunks or in burrows among roots. They like water, and they swim well. Jaguars often prey on them.</i>”</p>	<p>“<i>Un agutí tiene orejas pequeñas, y patas finas, con largas, pezuñas como garras. Ellos tienen cinco dedos anteriores y tres dedos posteriores. El primer dedo es muy pequeño. La cola es muy pequeña y sin pelo, o no tienen una. Cuando caminan usan sus patas largas con un movimiento saltado, un poco parecido a un ciervo. Son animales nocturnos.</i></p> <p><i>En la selva, los Agutíes son animales tímidos y huyen de los humanos. Se esconden por la noche en troncos huecos o madrigueras entre las raíces. Les gusta el agua, y nadan bien. Los jaguares a menudo hacen presa de ellos.”</i></p>

EXAMPLE 2: Translation from Spanish into English	
SOURCE TEXT: “ <i>Guía Fotográfica: Aves de Bolivia</i> ”, página: 4	
Source text:	Target Structure:
<p>“<i>Seis países sudamericanos, entre ellos Bolivia, Brasil, Colombia, Ecuador, Perú y Venezuela, son considerados mega diversos y lideran el mundo en cuanto al número de especies de anfibios, aves, mamíferos, mariposas y peces de agua dulce (Mittermeier et al., 1997), Bolivia es uno de los 10 primeros con mayor diversidad de aves, ocupa el séptimo lugar después de Colombia, Perú, Brasil, Ecuador, Indonesia y Venezuela.</i></p> <p>[...] <i>La mayor riqueza de aves se encuentra en los departamentos de La Paz (1.112 especies), Santa Cruz (1.078 especies) y Cochabamba (932 especies). En lo que respecta a ecoregiones la mayor riqueza de especies está en los bosques de la Amazonía (aproximadamente 740 especies) y los Yungas (cerca de las 600 especies de aves) [...]. En el país existen 14 especies de aves endémicas.</i>”</p>	<p>“<i>Six South American countries, among them Bolivia, Brazil, Colombia, Ecuador, Peru and Venezuela, are considered mega-diverse and lead the world in regard to the number of amphibians, birds, mammals, butterflies and freshwater fish (Mittermeier et al. 1997), Bolivia is one of the first 10 countries with higher diversity of birds, it ranks the seventh place after Colombia, Peru, Brazil, Ecuador, Indonesia and Venezuela.</i></p> <p>[...] <i>The greatest richness of birds are found in the departments of La Paz (1.112 species), Santa Cruz (1.078 species) and Cochabamba (932 species). In regard to eco-regions, the greatest richness is in the Amazonian forest (about 740 species) and in The Yungas (around 600 species of birds) [...]. In the country there are 14 endemic bird species.”</i></p>

In the examples above, there were no changes from the source language to the target language; the meaning was kept into English language. The structures were translated to the target language keeping the original syntactic structure.

4.1.1.2. LITERAL MODIFIED

This technique application can be appreciated in the following example, particularly in the bold-typed phrases:

EXAMPLE 1: Translation from English into Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, Page: 24-25	
Source Text:	Target Structure:
<p>“<i>Spider Monkey</i></p> <p><i>Spider monkeys live in the tropical rain forests of Central and South America and can be found as far north as Mexico. They have long, skinny arms and prehensile tails that help them move from branch to branch and tree to tree. These monkeys spend most of their time high in the trees.</i></p> <p><i>Spider monkeys are social animals and meet in groups of up to 36 animals.</i></p>	<p>“<i>Mono Araña</i></p> <p><i>Los monos araña viven en las selvas tropicales de América Central y del Sur y se pueden encontrar hasta el norte de México. Tienen delgados brazos largos y cola prensil que les ayudan a moverse de rama en rama y de árbol en árbol. Estos monos pasan la mayor parte de su tiempo en lo alto de los árboles.</i></p> <p><i>Los monos araña son animales sociales y se reúnen en grupos de hasta 36 animales.</i></p>

EXAMPLE 2: Translation from English into Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, Page: 9	
Source Text:	Target Structure:
<p>“<i>Brocket deer have the same digestion system as cows. They regurgitate their food and chew it again in order to fully digest the food. They need to spend much of their day resting while they chew the cud.</i>”</p>	<p>“<i>El venado matacán tiene el mismo sistema digestivo que las vacas. Ellos regurgitan su comida y la mastican de nuevo con el fin de digerir completamente la comida. Necesitan pasar gran parte del día descansando mientras rumian.</i>”</p>

In the previous examples of Literal Modified translation, a syntactic structure switch was made in order to keep a not too literal meaning but to keep the most accurate meaning. The “*much of their day*” equivalence could have been “*mucho de su día*” in Spanish, but it was used “*gran parte del día*” instead, which looks more natural.

4.1.1.3. TRANSPOSITION

In the example the transposition translating technique is quoted in bold-type phrases to have a better idea:

EXAMPLE: Translation from Spanish into English	
SOURCE TEXT: “ <i>Guía Fotográfica: Aves de Bolivia</i> ” Página: 5-6	
Source Text:	Target Structure:
<p>“<i>Se resumen algunas de las principales características de la forma de vida del</i>”</p>	<p>“<i>Some of the main characteristics of the bird’s way of living are summarized, like</i>”</p>

<p><i>ave</i> como periodos de actividad (nocturnos, diurnos o crepusculares), sociabilidad (solitarios, por parejas o en grupos), comportamiento, reproducción y dieta alimentaria preferencial. Se describe el hábitat donde habitualmente se encuentra esta especie. La distribución hace referencia a la presencia de la especie a nivel departamental, abreviándose de la siguiente manera: Pando-PA, Beni-BE, La Paz-LP, Cochabamba-Co, Santa Cruz-SC, Chuquisaca-CH, Tarija-TA, Oruro-O y Potosí-PO y finalmente su rango de distribución altitudinal en metros (m) sobre el nivel del mar, según datos de la Lista Anotada de las Aves de Bolivia (Hennessey, Herzog y Sagot 2003). Se incluye la categoría de amenaza (En peligro crítico-CR, En peligro-EN, Vulnerable-VU, Cerca de amenaza-NT) de acuerdo al Libro Rojo de Vertebrados Silvestres de Bolivia (MMAya,2009). Se indica si es una especie migratoria boreal o austral. En la guía se sigue el orden taxonómico según Remsen et al. (2011). A</p>	<p>activity periods (nocturne, diurnal or crepuscular), gregariousness (lonely, paired or in groups), behavior, breeding and preferential food diet. The habitat where the specie is usually found is described. The distribution refers to the presence of the specie within each department, in short as follows: Pando – PA, Beni – BE, La Paz – LP, Cochabamba – CO, Santa Cruz – SC, Chuquisaca – CH, Tarija – TA, Oruro – OR and Potosi – PO and finally its altitudinal distribution range in meters (m) above sea level, according to data from “Lista anotada de la aves de Bolivia (Hennessey, Herzog y Sagot 2003)”. The threat category is included (critically risk – CR, endangered –EN, vulnerable – VU, near threat – NT) according to “Libro Rojo de Vertebrados Silvestres de Bolivia (MMAyA, 2009)”. It is pointed if it is boreal or austral migratory specie. The taxonomic order is followed in the guide according to Remsen et al. (2011) “A classification of the bird species of South America, American Ornithologists’ Union.”</p>
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<i>South America, American Ornithologists' Union."</i>	
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In the example above, the transposition technique was used. It is clear that there are grammatical modifications in the target language. So the passive voice was used in some of the text parts. This helps to have a coherent text as a result of the grammatical modifications done in the English language.

4.1.1.4. MODULATION

This technique is better appreciated in the words in **bold** of the following example:

EXAMPLE 1: Translation from Spanish into English	
SOURCE TEXT: " <i>Guia Fotográfica: Aves de Bolivia</i> "	
Source Text:	Target Structure:
<p>"Pájaro de los Keñuales</p> <p><i>El dorso color plomo, el supercilio y partes bajas castaño oscuro; la frente moteada de color blanco plumizo y oscuro, loral y mejillas blanco moteado."</i></p>	<p>"Giant Conebill</p> <p><i>The dorsum is lead-colored;the supercilium and the inferior parts are dark chestnut. The forehead is lead white and dark mottled and the loral part and cheeks are white mottled."</i></p>

EXAMPLE 2 : Translation from English into Spanish	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, Page: 9	
Source Text:	Target Structure:
“[...] <i>They regurgitate their food and chew it again in order to fully digest the food. They need to spend much of their day resting while they chew the cud.</i> ”	“[...] <i>Ellos regurgitan su comida y la mastican de nuevo con el fin de digerir completamente la comida. Necesitan pasar gran parte del día descansando mientras rumian.</i> ”

In this technique, the coherence and word order were taken into account and there was a selection of equivalences according the translator’s point of view. This is because it is the translator’s task to take a very important decision at the moment of including or not some words.

4.1.2. ANALYSIS OF THE CORRECTION PROCESS

This step was concerned with the review of the texts’ meaning. A checking process of the translation took place by checking if words stood for the source text meaning into the target language. Below, examples of this correction process are presented:

4.1.2.1. ERROR IN WORD MEANING TRANSFERENCE

The following example shows the transference of the word in English language “*peak*” (*mountain peak*) which is not equivalent of what “*pico*” means in the source text context. Then, the word “*bill*” (*bird bill*) was found after looking again in the source text context; this word was corrected and used in most of the text. A second example from

the source text in Spanish is “*solitario*” and the word “*lonely*” was first used as equivalence. The word “*lonely*” was incorrectly used, according the translator point of view, because it was usually used to describe sad people who have no friends (*lonely old people*). A better option was the word “*alone*” which transfers the meaning of the source text (*without others*).

EXAMPLE : Translation from Spanish into English		
SOURCE TEXT: “ <i>Photographic guide: Birds of Bolivia</i> ”		
Source Text	Target Structure	Correction
<i>pico</i>	<i>peak</i>	<i>bill</i>
<i>solitario</i>	<i>lonely</i>	<i>alone</i>

4.1.2.2. PRESENCE OF SOURCE LANGUAGE STRUCTURES IN THE TARGET TEXT

As a Spanish language speaker, the translator may have had some problems at the moment of transferring some words into English language or vice versa. In the following table, there is an example that the determiner “*the*” is not used in the source text because “*Fireflies*” is a general term (Murphy, 2004: 150); it means all fireflies in the world, and not a specific single one. But the target language (Spanish language) needs the article as a part of the language structure.

EXAMPLE : Translation from Spanish into English	
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”, Page: 49	
Source Text:	Target Structure:
“Fireflies are winged beetles, often called fireflies or lightning bugs because of the light they produce.	“Las luciérnagas son escarabajos alados, a menudo llamados luciérnagas o bichos de luz, debido a la luz que producen.”

4.1.2.3. THE USE OF PASSIVE VOICE TO IMPROVE THE STRUCTURE

Passive voice is frequently used in English language. It was used to improve both texts.

Check the bold-typed examples in passive voice below:

EXAMPLE: Translation from Spanish into English	
SOURCE TEXT: “ <i>Photographic guide: Birds of Bolivia</i> ”, Page: 13	
Source Text:	Target Structure:
“ <i>Las dimensiones de longitud del ave están en centímetros (cm), desde la punta del pico hasta la punta final de la cola. En la descripción del ave se detallan los rasgos más relevantes del plumaje (en reposo sexual, nupcial o juvenil), en el caso de las especies con dimorfismo sexual, se describen primeramente los machos, luego las hembras y juveniles.</i> ”	“ <i>The dimension of the bird length is in centimeters (cm), from the bill tip until the tip tail. The most relevant features of the plumage (in sexual, matting and young period retirement) are detailed in the bird description; in the case of species with sexual dimorphism, males are first described, then females and young.</i> ”

4.1.2.4. PARALLELISM

Parallelism “is the use of components in a sentence that are grammatically the same; or similar in their construction, sound, meaning or meter.” (Literary Devices: 2015⁸) In other words, the sentence has a repetition of a structure which adds symmetry and balance to the written text.

EXAMPLE: Translation from Spanish into English		
SOURCE TEXT: “ <i>Photographic guide: Birds of Bolivia</i> ”		
Source Text:	Translation: page 12	Target Structure:
<i>“Estos bosques crecen en rodales homogéneos que presentan la misma altura y la misma edad, e incluso géneros dominantes como Cecropia”</i>	<i>“These forests grow up in homogeneous rounds that show the same height and the same age; also predominating genus like Cecropia.”</i>	<i>“These forests grow up in homogeneous rounds that show the same height and age; also predominating genus like Cecropia.”</i>

There were also mistakes in spelling in both translated texts, but they were not included in this section because they were handwriting mistakes.

4.1.3. ANALYSIS OF THE EDITION PROCESS

In the following part, spelling, grammar and punctuation are developed according to Student Learning Advisory Service (University of Kent: 2013⁹) and also other aspects related to edition:

⁸ The link of the web page is available on the bibliography section.

⁹ It is a web reference. The link is available on the bibliography section.

4.1.3.1. GRAMMAR

During the translation process, grammar rules were carefully applied. Incomplete sentences from the source text were rewritten into English language using complete sentences for an academic text. In the following example, English language includes a verb and the adjectives have different position. Finally, the sentence in the target structure has a conjunction to link two sentences.

EXAMPLE: Translation from Spanish into English	
SOURCE TEXT: Guía Fotográfica: Aves de Bolivia	
Source Text:	Target Structure:
<i>“Agami: Parte superior de la cabeza negra, cresta larga gris liláceo.”</i>	<i>“Agami: The top of the head is black and it has a long purple gray crest.”</i>

4.1.3.2. SPELLING

Spelling involves checking the quality. So, a “poor spelling makes poor communication” (University of Kent: 2013¹⁰). Dictionaries, and some web pages listed in bibliography were useful when checking spelling. Capitalization, mistakes using plurals, prefixes and suffixes were considered during the checking of spelling in both texts.

4.1.3.3. PUNCTUATION

Punctuation: it is basically concerned with “the ‘points’ or marks that are added to the text.” (Richard Blundel, 2004:6) Punctuation helps us to understand a text providing

¹⁰ It is a web reference. The link is available on the bibliography section.

pauses and initiating or finishing an idea. It includes the use of capital letters, commas (,), semi-colon (;), colon (:), questions marks, full stops (.) and exclamation marks. The following example shows the use of punctuation:

EXAMPLE: Translation from Spanish into English	
SOURCE TEXT: Guía Fotográfica: Aves de Bolivia	
Source Text:	Target Structure:
<p><i>“Monterita Boliviana</i></p> <p><i>Dorso marrón grisáceo; coberteras con pálidas barras; lados de la cabeza plumizo; garganta y ceja blanca; vientre central hasta la zona subcaudal blanco; abdomen, pecho y vientre rufo. Solo o en pareja, algunas veces en grupos mixtos, busca su alimento en arbustos densos y sobre el suelo. Suele posarse en la punta de los arbustos o de cactus. Habita en colinas con arbustos secos y espinosos a lo largo de arroyos, valles, zonas áridas, bosques de Eucaliptos y jardines. En los departamentos de LP, CO, SC, CH, TA entre los 1300 a 3700 m.”</i></p>	<p><i>“Bolivian Warbling-Finch</i></p> <p><i>The dorsum is grayish-brown and the coverts have pale stripes. Besides, it has lead-color head sides, white throat and eyebrow. And it is white from the belly central part to the subcaudal part. The abdomen, chest and belly are rufous. It is seen alone or in couple, and sometimes in mixed groups. It looks for food in dense bushes and over the ground. It uses to stand over the bush tips or cactus. It lives in hills with dry and thorny bushes along streams, valleys, arid areas, forests of Eucaliptos and grounds. It is found in the departments of LP, CO, SC, CH, and TA around 1300 - 3700 m.”</i></p>

4.1.3.4. ABSENCE OF SUBJECT

Most of the text Photographic guide: Birds of Bolivia sentences did not have a subject. It was implied in most part of the text. The following example shows the use of subject in the target language:

EXAMPLE: Translation from Spanish into English	
SOURCE TEXT: “ <i>Photographic guide: Birds of Bolivia</i> ”	
Source Text:	Target Structure:
<p>“<i>Piranga Bermeja</i> <i>Macho adulto de color rojo opaco, con filetes alares grisáceos; abajo rojo naranja claro: cola parda rojiza orillada de rojo. A veces tiene plumaje de transición con manchado rojo y olivo.</i>”</p>	<p>“<i>Hepatic Manager</i> The adult male is faded red with grayish wing fillets, the underneath is light orange-red and the tail is reddish-brown with red edges. It is sometimes during transition plumage, it is stained with red and olive.”</p>

4.1.3.5. MISMATCHING

There were some mistakes in mismatching like a verb and subject matching. This mismatching was noticed in the edition process. The following example shows mismatching changed during the edition.

EXAMPLE : Translation from Spanish into English	
SOURCE TEXT: “ <i>Photographic guide: Birds of Bolivia</i> ”, Page: 6	
Source Text:	Target Structure:
<p><i>“The common names of the birds as well as the scientific names and the names in English language is presented for a better comprehension by the foreign visitors. The dimension of the bird length is in centimeters (cm), from the bill tip until the tip tail. The most relevant features of the plumage (in sexual, matting and young period retirement) is detailed in the bird description, in the case of species with sexual dimorphism, males are first described, then female and young. ”</i></p>	<p><i>“The common names of the birds as well as the scientific names and the names in English language are presented for a better comprehension by the foreign visitors. The dimension of the bird length is in centimeters (cm), from the bill tip until the tip tail. The most relevant features of the plumage (in sexual, matting and young period retirement) are detailed in the bird description, in the case of species with sexual dimorphism, males are first described, then females and young. ”</i></p>

4.1.4. WORD-FORM CHANGES

In one of the texts translated in this work, there was a complex word which equivalence was hard to find out. After looking for a translation and not having found it, the same word, a noun, was used as a verb.

EXAMPLE: Translation from Spanish into English	
SOURCE TEXT: Guía Fotográfica: Aves de Bolivia	
Source Text:	Target Structure:
<i>Halconear: Cernirse; mantenerse en un punto fijo batiendo las alas pero sin desplazarse.</i>	<i>To falcon: hover; hang in a place beating the wings without flying.</i>

As the previous example “to falcon”, other words that change-class can be found in the text “*Guía Fotográfica: Aves de Bolivia*”. For example, word-form change with prefixes and suffixes like “semiarid” or “semicollar”. In summary, a word-class can be used into another word-class as in the previous examples.

4.1.5. CONTEXT

The following examples are retrieved from the book “*Animals of the Bolivian Jungle and Pampas*” (page 14) in order to support our previous statement that the technique is used according to the text requirements (context). In other words, the technique is applied according to the text context. See below the contexts of the word ‘birth’:

<i>English source text</i>	<i>Spanish target language</i>
<ul style="list-style-type: none"> • <i>Females give birth to up to four cubs, but usually two.</i> • <i>They are weaned at three months but remain in the birth den for six months.</i> 	<ul style="list-style-type: none"> • <i>Las hembras dan a luz a hasta cuatro cachorros, pero por lo general dos.</i> • <i>Se destetan a los tres meses, pero permanecen en la madriguera de nacimiento por seis meses.</i>

In this way, the context gives clues to realise what the use of the word “birth” is or implies. In the example above, the word “*birth*” is used in both sentences, but it does not have the same meaning. The first word means “*give birth, have offspring*” (The new Merriam-Webster Pocket Dictionary: 1964), while the second example the same word “*birth*” is linked to its following word “*den*”. As a result, “birth den” means “the home of some kinds of wild animals” (The new Merriam-Webster Pocket Dictionary: 1964). The same process was followed for the rest of the text translation.

4.1.6. DICTIONARIES AND WEB REFERENCES

Different tools were used during the translating work. For example, dictionaries from the Department of Linguistics and Languages laboratory. The “*Dictionary of Biology*”, “*Diccionario Técnico de Inglés*” and the “*Dictionary of Ecology and Environment*” were used for the translating work. Although some words were not found in the dictionaries, these materials were useful for the translating work.

Besides, web references were used for some difficult technical words. The web references were used when some words were not found in the dictionaries or to confirm if the word was the required one by the text context. Some examples of the web references are: “*Science for a changing world*”, “*Avian research and conservation institute*”, “*The merriam webster dictionary*”, “*The cornell lab of ornithology*”, “*Amazing birds student manual*”, “*Oxford Dictionaries*” that can be found in the web references of this guided work. Both the dictionaries and the web references were really useful for the translating work.

4.2. COMPILATION OF GLOSSARIES

A standard glossary was established for both texts using the technical words found while the texts were being translated. The most used words in each text were added as well as technical words. Two glossaries have been added in the translating work in the last part

of the text. One belongs to the first text “*Animals of the Bolivian Jungle and Pampa*” and the second glossary belongs to the text “*Guía Fotográfica: Aves de Bolivia*”.

Before adding the words to the glossary, there was a short meaning searching. The meanings were stated with the help of online dictionaries and some dictionaries of the Linguistic and Languages Department. Both glossaries can be found in the appendix section with the title “Glossary I” and “Glossary II”. Below some of the words used are presented:

EXAMPLE 1: Translation from Spanish to English		
SOURCE TEXT: “ <i>Guía Fotográfica Aves de Bolivia</i> ”		
Source Text:	Target Structure:	Meaning in glossary:
<i>Cóndor de los Llanos</i> “ <i>Remeras</i> y corta cola negras.[...]”	<i>King Vulture</i> “The <i>remiges</i> and short tail are black.”	<i>Remiges:</i> Or flight feathers. Strong wing feathers used to fly.

EXAMPLE 2: Translation from Spanish to English		
SOURCE TEXT: “ <i>Guía Fotográfica Aves de Bolivia</i> ”		
Source Text:	Target Structure:	Meaning in glossary:
<i>Tacuarita Azul</i> “Notable iris amarillo claro (gris en juvenil), puntas blancas en <i>las timoneras</i> . [...]”	<i>Black-capped Donacobius</i> “The bill is long. It has a remarkable light yellow iris (in young, it is gray) and white tips on the <i>rectrices</i> . [...]”	<i>Rectrices:</i> the feathers located in the tail (=Tail feathers)

EXAMPLE 3: Translation from Spanish to English		
SOURCE TEXT: “ <i>Guía Fotográfica Aves de Bolivia</i> ”		
Source Text:	Target Structure:	Meaning in glossary:
<p>“<i>Gran Chaco: su paisaje es de una planicie con pocas Colinas y serranías pequeñas. Su vegetación presenta bosque seco deciduo bajo con suculentas columnares, algarrobales con <i>Prosopis nigra</i> y <i>Bulnesia sarmentoi</i>, bosques de <i>Copernicia alba</i>.”</i></p>	<p>“<i>Great Chaco: The landscape is the one of plain with a few hill and small mountains. Its vegetation has low deciduous dry forests with succulent columnar, carob trees with <i>Prosopis nigra</i> y <i>Bulnesia sarmentoi</i>, forests of <i>Copernicia alba</i>.”</i></p>	<p><i>Ceratonia siliqua:</i> commonly known as the carob tree. It is widely cultivated for its edible pods and as an ornamental tree in gardens.</p>

EXAMPLE 4: Translation from English to Spanish		
SOURCE TEXT: “ <i>Animals of the Bolivian Jungle and Pampas</i> ”		
Source Text:	Target Structure:	Meaning in glossary:
<p>“<i>Egrets build nests in colonies with other herons. They build their nests high in trees or shrubs, often above water. They usually lay three eggs. Eggs hatch within 23 to 26 days. The baby birds are covered with</i></p>	<p>“<i>Las garcetas construyen sus nidos en colonias con otras garzas. Los construyen en lo alto de los árboles o arbustos, a menudo por encima del agua. Por lo general, ponen tres huevos. Los huevos</i></p>	<p><i>Ecllosionar:</i> Abrirse un capullo de flor, una crisálida o un huevo.</p>

<p><i>long white down and are able to hold the head up just after hatching.</i>”</p>	<p><i>eclosionan en 23 a 26 días. Los pichones están cubiertos con largo plumaje suave y son capaces de mantener la cabeza en alto inmediatamente después del nacimiento de las crías justo después de la eclosión.</i>”</p>	
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4.3. AUTHOR’S COPY RIGHTS AND SOURCE TEXT PICTURES

Something to point out is that pictures from the source text were added to the final translation for both texts to have a better final presentation of the text. Besides, the pictures were necessary since both texts are descriptive. Both texts were saved in PDF format to protect both source texts authors’ copyright. Moreover, the following text was added to both texts:

“This text translation is the result of a Guided Work and it is intended for the sole use of “Indigena Tours” and “Carrera de Linguística e Idiomas” representing UMSA. It is not allowed to reproduce or sell for other purposes.”

“Este texto fue traducido como resultado de un Trabado Dirigido y su uso específico es de Indigena Tours y la Carrera de Lingüística e Idiomas en representación de la UMSA. No está permitida su reproducción o venta para otros propósitos.”

4.4. CONCLUSION

Chapter four basically includes the analysis of the techniques used in the translating process. This analysis used examples extracted from the texts. The chapter also mentions the tools used to develop this work such as printed and online resources. Finally, something to point out is that a phrase in each translated text was added to let people know that the authors' copyright are protected.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5. INTRODUCTION

In the following part, the conclusions of the guided work are stated according to the developed work and the result of it. It also includes what is considered the most important parts of the work. Also, some recommendations which may help to improve the area of translation in the Linguistic and Languages Department are expressed.

5.1. CONCLUSION

The guided work was about translating using different translation techniques. As a result, there were two translated texts. The first text was translated from English into Spanish language with the title: “*Una guía de los animales de la Amazonia Boliviana*”. The second text was translated from Spanish into English language with the title: “*Photographic guide: Birds of Bolivia*”. Also, pictures of each animal species were included in the translations; the pictures were extracted from the source texts. A glossary of the most used words was built for each text. Both texts were then submitted to the Institution Tutor ready to be used by their staff training.

This work will be useful for Indigena Tour’s guides in their daily work since it is related to fauna, taking into account that they have to guide tours in the Bolivian Amazon. The two texts have accurate information like scientific names and animal breeding period about species from the Amazon. It will also help as a reference to people who speak Spanish or English language, birdwatchers, wildlife amateurs, etc to have information about some important Bolivian fauna for academic or social purposes.

Therefore, the stated objectives were reached. The texts were translated into the required target languages from Spanish into English. The texts were translated using the different techniques stated previously in this work and they will be used in the field of Tourism

by the institution. Both texts are an instrument of information because the translated material is used by the institution staff to share the information with their customers. Moreover, a referential glossary has been developed and it can be found at the end of each text respectively, this glossary will help the readers to get used to the technical vocabulary found in each text.

Besides, it is important to remark that both texts are the most required ones in the target language by the institution. And the translation work was done according to the quality expected by the Indigena Tours owner. They wanted a final product with references for unfamiliar words and pictures to have a better description of each species. On the other hand, the texts are presented in PDF format for several reasons:

- Author's Copyright
- Lighter storage
- Easier loading

So the chronogram stated at the beginning was reached at all. And both texts were given to the institution already translated, corrected and edited. During this period the knowledge acquired in our professional training was applied.

In the translation period the texts were analyzed and words were researched; especially the words which were unfamiliar to translate. The text required analysis with the context and the use of techniques of translation. On the other hand, it is important to improve the text making corrections, but always taking into account the source text and language characteristics. A translation work can always be improved with the knowledge acquired through time.

It is important to remark that both of the texts are a contribution for further academic references and for the "Indigena Tours". The institution will use the texts as institutional information and as a tour guide for the offered tours taking into account that both texts

have valuable information. Besides, the translation was supported by both Tutors (the institution and the Linguistics and Languages Department tutor) who were checking continually the stages and the final work.

Four techniques were used in order to achieve the translation work. At the beginning, the most used translation technique was the Literal Translation in most parts of both texts. It was because most of the texts parts have accurate information. But while the texts were being translated other techniques were needed. So, Literal Modified, Transposition and Modulation techniques were applied for other parts of both texts.

5.2. RECOMMENDATIONS

The first recommendation is related to the supporting material required to do the work. The library of the Linguistics and Languages Department does not have all the material to do a specific field translation, particularly in the area of tourism and ornithology. Texts like technical vocabulary encyclopedias, books, dictionaries in different areas are not available in the library. There should be texts in both English and Spanish language as well as books related to translation theory. The first suggestion is that our library should have more material to support translation works, since there were problems with technical and unfamiliar words.

Second, translation should cover a bigger area in the Linguistics and Languages Department. There should be a Translation Training Department for professionals, teachers, students of Linguistics and Languages Department. It would be useful to master this area, also to get a higher degree after finishing University studies. Besides, the translation area in the Linguistics and Languages Department needs more laboratory practice or practice in different institutions during the process of professional training. Translation is an amazing area which should have tutorials, online classes or seminars to improve and update the translation knowledge for students.

Moreover, as in other fields, there is a need of translators in Tourism. Material that could be translated, corrected and edited can be found at the Major's office of Tourist Information and other institutions. Also, the institution had other texts that could be translated as well. Every foreign visitor from any continent speaks English as a mother tongue or as a second language because English language is the most used in Tourism. In short, it is essential to improve and translate material in this field.

So far, there are many factors that are closely related to the translation work. But it is necessary to add the correction and edition of texts. Both are necessary to have a final work without mistakes, misspellings and a final text ready to be read. It was difficult to do a correction and edition of the texts with no previous experience in correcting or editing texts. In other words, knowledge about correction and edition of texts in English language is needed during the professional training.

This last chapter describes the guided work steps. The chapter consciously describes what has been done and what the concrete results of the guided work are. All what has been done is briefly addressed and some recommendation has been added as well which might be useful for future translation works or other fields.

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GLOSSARY

GLOSARIO I

Gathered for Text : “Animals of the Bolivian Jungle and Pampas”

Autora: Choque Choque Vanesa

Ave de presa: o rapaz es un ave que caza presas para alimentarse, utilizando su pico y sus garras afiladas.

Brote: nuevos crecimientos de las plantas, que pueden incluir tallos, yemas y hojas. El brote de germinación de la semilla que crece hacia arriba es un brote que desarrollará hojas.

Cuenca del Amazonas: la *cuenca* hidrográfica del *Amazonas* es la masa de agua que fluye por la Amazonia.

Correosa: que se puede doblar y estirar sin que se rompa

Cuerna: cuerno macizo, que algunos animales, como el ciervo, mudan todos los años.

Cornamenta: conjunto de los cuernos de algunos cuadrúpedos, como el toro, la vaca, el venado y otros, especialmente cuando son de gran tamaño.

Eclosionar: abrirse un capullo de flor, una crisálida o un huevo.

Encobar: echarse las aves sobre los huevos para empollarlos.

Envergadura: el ancho que tienen de frente las aves u otros animales alados (como pterodáctilos, murciélagos o insectos) con las alas totalmente extendidas hacia los lados.

Hilera: son los apéndices que tienen las arañas, cuya función es dar soporte a las glándulas productoras de la seda.

Muda: se llama a la renovación de los tegumentos (recubrimientos del cuerpo) que se produce en muchos animales.

Pantano: es una capa de aguas estancadas y poco profundas en la cual crece una vegetación acuática a veces muy densa.

Rumiar: masticar por segunda vez, devolviéndolo a la boca, el alimento que ya estuvo en el estómago

Siseo: pronunciación repetida del sonido inarticulado de “s” y “ch”.

Ovisaco: en los anfibios y peces pulmonados, el oviducto es un tubo simple y ciliado, lleno de glándulas secretoras que producen el moco viscoso que rodea al óvulo.

Penacho: es una agrupación de plumas que presentan algunas especies de aves en la parte superior de la cabeza.

Poliandria: en zoología es una condición análoga a la poligamia, una organización social de algunos animales por la que una sola hembra fértil vive con varios machos.

Polinizador: es un vector animal que traslada polen de la antera (órgano masculino de la flor) al estigma (órgano femenino).

Pupar: dicho de una larva de insecto: Transformarse en pupa.

Selva tropical: o **bosque lluvioso tropical** es la selva o bosque denso de clima tropical húmedo que se caracteriza por unas elevadas precipitaciones y una elevada temperatura media.

GLOSSARY II

Gathered for Text: “Guía Fotográfica Aves de Bolivia”

Author: ChoqueChoqueVanessa

Bidder's organ: spherical, brownish organ in any member of the family Bufonidae (true toads).

Body of water or **waterbody** (often spelled **water body**): any significant accumulation of water, such as oceans, seas, and lakes, but it includes smaller pools of water such as ponds, wetlands, or more rarely, puddles.

Court-ship: specialized behavior in animals that leads to or initiates mating.

Ceratoniasiliqua: commonly known as the **carob tree**. It is widely cultivated for its edible pods, and as an ornamental tree in gardens.

Chaparral: shrubland or heathland plant community.

Chirping: a short, high-pitched sound, such as that made by a small bird or an insect.

Clearings: a tract of land within a wood or other overgrown area from which trees and other obstructions have been removed.

Cyperaceae: family of monocotyledonous graminoid flowering plants known as **sedges**, which superficially resemble grasses or rushes.

Deciduous: "falling off at maturity", it is typically used in reference to trees or shrubs that lose their leaves seasonally.

Dendritic: dendriform.

Dive: an instance of swimming or going deeper under water.

Downstream: the direction that a river normally flows, towards the current of the stream.

Evergreen: plant that has leaves in all four seasons, always green.

Faded : having lost freshness or brilliance of color

Flock: group of animals that live, travel, or feed together.

Flapping: the motion made by flapping up and down.

Forage: plant material (mainly plant leaves and stems) eaten by grazing livestock.

Hook: a curved or barbed plant or animal part.

Gallery forests: forests that form as corridors along rivers or wetlands and project into landscapes that are otherwise only sparsely treed such as savannas, grasslands or deserts.

Gliding flight is heavier-than-air flight without the use of thrust.

Gramineous: belonging to the grass family of plants.

Lapacho: any of several tropical American timber trees of the genera *Tabebuia* and *Tecoma*.

Mountain: an area of land that rises very high above the land around it and that is higher than a hill.

Montane: of, relating to, growing in, or being the biogeographic zone of relatively moist cool upland slopes below timberline dominated by large coniferous trees

Pygmy forest: forest which, for pedological and geological reasons, contains only miniature trees.

Parasitism: a non-mutual symbiotic relationship between species, where one species, *the parasite*, benefits at the expense of the other, *the host*. Or Parasitic, i.e.: Cowbirds.

Reed: any of various tall grasses with slender often prominently jointed stems that grow especially in wet areas.

Shallow: having little depth.

Shrubland, scrubland, scrub or brush: plant community characterized by vegetation dominated by shrubs, often also including grasses, herbs, and geophytes.

Stream: a small, narrow river.

Squab: a young domestic pigeon (a baby pigeon or nestling).

Tiller: stem produced by grass plants, and refers to all shoots that grow after the initial parent shoot grows from a seed.

Truncated: shortened by or as if by having a part cut off; cut short.

Tola: linked to wood bushes such as *Suputola*, *Ñakatola*, *Taratola*, etc. It is a thorny bush linked to Ramnáceas family of plants; it grows up slowly in semi-arid and arid areas of Chile, Peru, Argentina and Bolivia. It is used as fuel by the Puna inhabitants.¹¹

Umbrella palm: grass-like plant in the very large genus *Cyperus* of the sedge family.

Upstream: the direction that is opposite the normal direction of the river, away from the current.

Understory (or underbrush): plant life growing beneath the forest canopy without penetrating it to any extent.

Vane: the web-like or flat expanded part of a feather.

¹¹ Humberto alzórrica A. , Porfirio Calle M. Jorge Laura C. Manual de Manejo y Uso Sostenible de la Tola y Tolares (Online). Available in:http://www.altperubolivia.org/Web_Bio/PROYECTO/Docum_bolivia/21.07%20manual.pdf (2013, December 18th)

Vermiculated: covered with a dense but irregular pattern of lines, as though made by worm-tracks; the word derives from the Latin for worm.

Wetland: a land area that is saturated with water, either permanently or seasonally, such that it takes on the characteristics of a distinct ecosystem.

Wing beat: a complete cycle of moving the wing by a bird when flying

Xerophytic: a plant adapted to living in a dry arid habitat; a desert plant.

COLORS:

Ash-gray: a light greenish gray that is yellower, lighter, and stronger than French gray and yellower than lichen Green.

Cobalt-blue:**Cobalt blue:** the cool blue color of the pigments made using cobalt salts of alumina.

Ivory: a slightly yellowish white color.

Puce: a dark red or purple brown color, a brownish purple or a dark reddish brown.

Tanned: a light or moderate yellowish brown to brownish orange.

Slate-blue: a grayish-blue color.

Slate-gray: a dark purplish gray.

Soot Brown¹²: a grayish brown to yellowish brown that is stronger and slightly darker than mummy brown (sense 2b) and very slightly paler than gold bronze —called also *bister, pinecone, teakwood*.

¹²Merriam Webster. Dicionario Online. Retrieved fom: <http://www.merriam-webster.com/dictionary/soot%20brown> January 13th , 2014