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Bachelor in English

“Analysis about the application of technological tools (CAT) for the benefits in the translation process, 2021”

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Chapter I

Introductory Framework

The global system and internet services have brought important impacts and challenges for professionals, education, and knowledge in general. The translation has a remarkable relationship with technology; Binfor (2019), develops an important concept related to the impact of technology in translation. He said that the use of technology in the translation procedure has become increasingly and more efficient. Besides, with access to the internet, most research is no further than two or three clicks away.

The present work "Analysis about the application of some technological tools (CAT) for the benefits in the translation process, 2021", has between their principal goals to identify and use a tool of translation called CAT "Computer-Assisted Translation". This CAT tool will be applied in the development of the translation process to recognize its problems, benefits, or great quality service that could help in the translation process. Although this thesis presents the national and international professionals' vision in the translation field, the experience will be analyzed from the perspective of a student, recognizing the strengths, weaknesses, opportunities, and threats characteristics related to the CAT tool.

A Computer-Assisted Translation as its name said is software, which is designed to help translators to do their job faster, and more efficiently (Smartcat, 2019). Some professionals recommend some CAT tools, others even though, they know about it they do not use them. Besides, Universities around the world are innovating to be more competitive, they are improving with technology; in fact, it permits a convergence in the academic and professional field.

This section determines to show the relevant information about the thesis that will be developed, investigated, and analyzed in the next chapters. There are diverse data or information

that must be taken into consideration to help the reader comprehend the organization of this study. In addition, it introduces the problem statement, investigation objectives, and finally the restrictions that may be challenged throughout this process.

1.1. Problem statement

The translation is a necessity for extending knowledge, experience, and thoughts. It is necessary for successful interaction among diverse cultures. Translation consequently is crucial for social and harmony around the world.

The development of this work is to determine and evaluate the parameters of the translation process using technology. Assumed the inherent need for human beings to communicate and share, the figure of the translator begins almost similar to the birth of the history of humanity and its development. The popularity of translators continues to succeed with the discovery of America.

This study has two components: technology and translation. Technology favors people around the world, brings an opportunity for translators by allowing communication, expertise, and information.

According to Llorca (2004), any theory of translation must draw upon a theory of language, a general linguistic theory. The translation process not only opens an opportunity for target language speakers, furthermore, but a professional translation also transmits culture, offers a correct use of the language, vocabulary, and nature corresponding to the source text.

Technology creates new challenges for education in general, therefore, for professionals and students could be that there is a digital gap affecting their improvement. Lynne Bowker (2002), points out the importance that Universities need to diversify their program because “the CAT tool can be presented for excellent academic performance” (p.6).

What advantages develop a CAT tool in 2021 in the translation process maintaining the equivalence and naturalness?

1.2. Objectives of the Investigation

According to the Cambridge dictionary, the definition of objective corresponds to “something that you plan to do or achieve”.

A research objective is a purpose or goal that is intended to be achieved in a project or study. It also indicates the purpose for which this investigation is conducted. Different types of objectives can be distinguished in an investigation. Depending on the scope, you can talk about general and specific objectives.

The objectives proposed for the development of this study are as follows:

1.2.1. General Objective

To investigate the options that translators have about the use of software CAT for improving the translation process.

1.2.2. Specific Objectives

1.2.2.1. To identify CAT tools that the translator can apply for improving his efficiency and be more competitive.

1.2.2.2. To apply one CAT tool in the development of a translation to understand and apply for its assistance.

1.2.2.3. To evaluate the effects that one CAT tool has through translation techniques for showing the opportunities that they offer in the activity of a professional in translation.

1.3. Justification of the study

Nowadays, translation is everywhere in our environment. Everyone just at once has been in front of a translated document, for instance, movies, text, books. Translation offers a chance for target speakers, which means many people, can be creative and open their field of action. Some people could not get knowledge because they lack the target language.

This investigation is convenient because it will analyze the different options that translators have. These professionals cannot be blind facing the current situation. As it was mentioned in the introduction technology is handling people around the world, the professional must avoid the digital divide.

A study of a CAT tool and the translation process will be carried out. The choice of this study is because there are no similar or relevant studies on this subject, so the solution to use a CAT tool in the translation process will be a benefit to improve the conditions of students and professionals in this field.

Likewise, the tool, which this thesis is going to emphasize, is a topic that has not been studied yet in the University's program. Since the University does not offer in its academic program the necessary infrastructure and training in these tools, it is a professional and personal necessity to investigate the CAT tools that are in the market as its constant innovation. Equally important is the fact that with this thesis, students will get knowledge of the advantages and disadvantages of these technologies, besides how it will contribute to its academic formation and in its role as a professional.

This study will be valuable for those who want to be better professionals and want to get significant knowledge and skills through technology. The leading role of translation in different fields, sciences, and learning, is perceived as relevant because of the necessity to be informed in

what is going on in the rest of the world, as well as to facilitate participation and information (Commission, 2012). Companies require professionals with multilingual competencies; this is an important quality when professionals are looking for a job. According to Lebert (2019), it is time to recognize the importance of the Translators jobs, as they bring the main connections between societies at the past and present time. A translator is capable to connect the realities of two different cultures as an invisible link.

This approach is not just a personal challenge. Although it will refine individual skills, it might be a substantive contribution to institutions that could apply in its academic programs the teaching of CAT tools. In addition, global competitiveness requires not only basic computer knowledge but also specific tools for translation.

The preparation of this research aims to get knowledge in the opportunity to translate some documents at the same time to understand how a CAT tool works. This will be not an easy task but with the appropriate techniques and investigation, the target will be reached.

To discover the CAT tool is necessary to develop the translation process, as was mentioned above. The first translation from English into Spanish is a class workbook called "Teaches creative writing" by Margaret Atwood. According to Margaret Atwood, this class book is useful to people because as the writer said the phrase "you will learn ways to structure a novel, how to develop characters, how to get readers interested with a compelling beginning, and how to keep them interested through the last page" (p. 5).

The second text that will be translated is a magazine called "Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica" from Spanish into English. Ana Lucía Mora González writes this article. It is about the actual situation and issues those communities face.

In the first step, a manual translation will be developed. The general reading will be applied to get the gist of both texts. Afterward, the close reading recognizing specific words looks for vocabulary, as well as, to understand the subject and concepts.

Subsequently, the integration between the translation process and technology will be started. First of all, looking for information to obtain specific characteristics, data related to the CAT tool that bring understanding about the application of the technology. Secondly, searching videos that show how it works, that clarify its functions. Following this, once the knowledge of how the basic concepts of the tool are acquired, the translation process using the CAT tool will become.

Besides, as a relevance for the translation process, it should be essential to have in mind that it is not only a work of translating a text, but the know-how of a good translator is to adapt it to the target language, involving bicultural concepts. This is the only way to convey the intentional message of the original text.

Furthermore, with this study, the investigator will be capable to evaluate and make a distinction between the following procedures: transposition, modulation, omission, amplification, explicitation, literal translation, and punctuation changes.

1.4. Antecedents

The translation job is as old as the human being in the world is. Every person needs to know what is happening in other cultures and to get knowledge of the meaning in other borders even though people speak other languages. This will be a laborious process in which is needed outstanding control of the language into which the text is translating. It can establish that the most translated book in the world has been and is the Bible, even if not an original book is preserved but some of the books that make up the whole of the work. Thus, it can see how over

time there several translations of leading authors have been who have tried to interpret the divine message to transmit it to the different cultures that exist.

Translation has become very important in communication in current times since it must be considered as a skill and without limiting ourselves to performing a mechanical translation, it must understand this as an activity of interpretation and the great influence that directly or indirectly affects people and their environment.

As a historic fact, it was in the 1930s that the first time when a technological instrument was applied in a translation. Nowadays, as the next professionals in the field of translation, it is noticeable that technologies, the internet, and software have been revolutionizing. People can find easily some applications to reproduce one text into another language. The market demanded translation in time and implying quality (Hutchins, *Machine translation: History*, 2006).

For more than twenty years, technology is an important and essential tool; indeed, technologies are part of professional preparation. First of all, it has permitted that communication among international people increases. Secondly, one of the most remarkable benefits is the improvement of communication channels and the removal of barriers. Translators have an important role in this stage. According to CTPU (2011), in its first congress of Translation and interpretation in Uruguay, 2011, a Translator has the challenge of adaptation to the new reality. The translator should improve his knowledge, skills, and tools to maintain the rhythm of the new technologies.

According to Sánchez-Gijón & Presas (2020), it is said that Translation technologies have had an important development and can be identified in four stages as characterized by the absence of digital technology, characterized by the incorporation of word processors and linguistic tools, as well as computer-assisted translation (CAT), characterized by the integration of the Internet in communication and documentation tasks, characterized by the "cloud".

They mentioned evolution as a resource for the translator and not as an essential tool for a professional. Their study demand that Institutions have an important role. They have to take into account the competencies and prior background their students need. Sánchez-Gijón & Presas (2020), enlisted a vast knowledge that some researchers have to do, just to summarize some of them into extra lingual information, origen of CAT tools, information repository and how to recover the data, and functions and improvements.

Translation technologies were consolidated in the 20th century (Hutchins, Machine translation: History, 2006). It is no longer refers only to machine translation but to any software used to translate or people can use during the translation process.

As is indicated above, and knowing the University's program where the use of technologies is mentioned even though this does not develop the performance of robust competencies in the professional environment. Therefore, it seems relevant to reflect on how translation technologies can be integrated into the training of researchers.

Josselson (1971), in his research “Automatic Translation of Languages Since 1960: A Linguist's View” concluded the importance of continued investigation in developing the function of Machine translation. He said, “It goes without saying that one of the major aims of developing a functioning MT system should be to avoid mistranslations, but one should not expect that practical MT should be more rigorous in this respect than human translation” (p.49). In fact, he mentioned the importance between man and the relation with technology. There is cooperation since the development of applications and the help for assistance.

Amparo Alcina (2008), develops a project called “Translation technologies scope, tools, and resources”. Her principal purpose was to collect different points of view related to the analysis and structuring of the field of translation technologies. Then, She will discuss the different types of classifications but in technical, components, and equipment that involved a computer program.

In conclusion, the research will suggest the definition and structuring of the elements that go to make up the translation technologies. She said that “translation technologies constitute a new field that requires theoretical consideration and discussion to achieve a structure of its own and internal coherence, which will be an essential step on the way towards its academic and professional consolidation and development” (p.27).

Adriana Lopez Angulo (2015), made a Thesis in English with a concentration in translation "Analysis of the Effect of translation techniques used to translate the documents "Differences Between the Public and the Private Health Care System of Costa Rica" from Spanish into English for the Anthropologist Lynnette King from the Anthropology Department at Michigan State University and "The Role of Women in Church History" from English into Spanish for an American Christian Church". Although she does not develop her thesis in technologies she mentioned that CAT tools are applications with benefits for translators. She realized that "It is important to note that all of these tools can be rendered useless if the translators do not have the necessary oral, written, and comprehension skills to perform successful translations" (p.4).

1.5. Scope

This section aims to announce the scope associated with the development of the project. Facing the digital transformation, globalization, and its advantages in 2021, applying translation techniques of learning new technology could simplify the activity of a professional in translation. The development of this research aims to identify the most important translation tools using demo licensed. It will help to recognize its limitations, advantages, or opportunities implied in the translation process.

Qualitative control factors, such as translation process, standards, will then be analyzed; to determine the options that translators have about the use of software CAT for improving the translation process.

- Find between the multiples CAT tools which one is the most suitable to use.
- Application of the translation process, English – Spanish and Spanish- English.
- It will be analyzed the use and characteristics of one CAT tool in the development of a translation process.
- Under qualitative factors as open-ended surveys, which allow obtaining in-depth details from respondents, tool properties, observation.

Chapter II

Theoretical Framework

This chapter describes the theoretical and practical concepts that support the development of the application of some CAT tools in the translation process. They also explain why the study is pertinent and how the researcher expects to fill the gap as a student and following professionals in this field. This chapter is going to introduce and explain important concepts that the thesis needs to reach the objectives. Additionally, in this thesis, the use of acronyms will be necessary because it will talk about the technical denomination. According to Cambridge, an acronym is an abbreviation consisting of the first letters of each word in the name of something. In this chapter, all of them will be mentioned.

All this information will support the reader to have a better knowledge about what the professionals have determined and how this can improve translators to reach a translated text that can be understood with accuracy and efficacy.

It is important to understand the theory related to the analysis of text and translation methods. These concepts will be applied in another phase to the analysis of the translations. The researcher will demonstrate how the correct use of theory and CAT tools translation techniques could improve the translation product as authentically and accurately.

2.1. Translation context

At present, there are a lot of professionals and multicultural people that need to translate their first language to another one, bilingual or trilingual people obtain this benefit, and improve different strategies and techniques that can apply depending on the information acquired.

There are some important factors, which make this process a true task, such as form, meaning, style, proverbs, idioms, measures, or others because most of them are bicultural competence. Translation techniques vary within the same text according to each case and depending on the verbal elements translated.

People that translate documents, articles, movies, newspapers can choose different methods of translating depending on what the translation is going to be. It could be direct, indirect, literal, oblique, and others. The most important aspect at the end is to have the correct message and the audience can understand it in their native language.

2.1.1. Antecedents

Since the beginning of the ages, it has been showing that translation has been important and essential in the development of humanity with some registered such as Rosetta Stone, Bible, which is the most translated book; old literature, Greek scientific and philosophical works between others because the list is wide enough to mention in this chapter. The industrial revolution changed the approach of translating documents because; firstly, there were translated just religious texts. Then, with the growth of the industry, commerce, and its revolution in the IX century, linguistic exchange was necessary for every field. Technology and globalization permit a high improvement in the process of translation and even nowadays, there are a lot of interests in these as a carrier.

The translation procedure has been studied since the first century. Corresponding with Newmark, 1988, a translation theory is unproductive if it is not valuable aspects such as translation procedures, cultural aspects, use of case grammar and componential analysis, and the translation of metaphors.

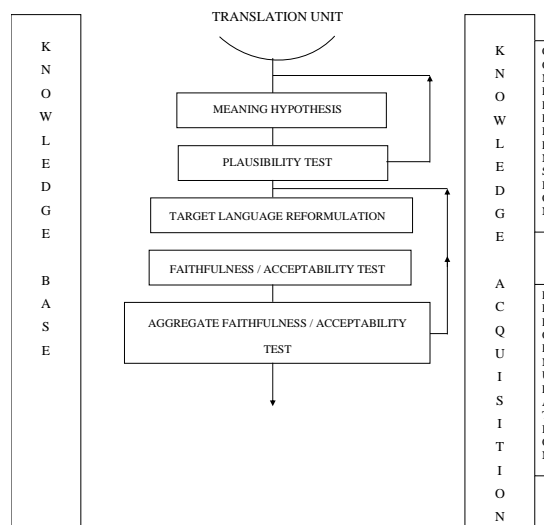
Translating is to reproduce in the target language in the closest natural equivalent to the source language message. It is to be placed between the reader and the writer and to bring a common point. An important manner is that the source text has to be respected by the translator; this has to be transparent to the reader. The translator should translate most naturally and convey the meaning with exactitude.

2.1.2. Translation concept

First of all, is important to determine the concept of a translator as a communicator, he or she is the one who conveys or interpret the meaning of a unit text in one language which is the source text or language, and produce it in an alternative language which is the target text, language, and this product is the translation.

Concepts and Model

Figure 1



Note: Giles, Basic Concepts and Models for Interpreter and Translator Training, 2009, p. 102

According to Daniel Gile's Sequential Model of Translation (2009), there are some steps to be a good translator. In the figure 1, it is illustrated the basic concepts that every

professional has to develop when he receives a text unit and then in the last phase produce the proper translation.

In the translation context, there is another important concept: equivalence such as dynamic and formal. Equivalence is an important matter to deal with when it is tried to pass one text, phrase, or word from one language, which is known as the source language, into another also known as a target language. This is, in fact, in a few words with which a translator must deal. However, it is a common mistake to consider something as easy as it is perceived. It is said that the modern theory was formulated by Eugene Nida, who is the father of translation discipline.

Translating consists of reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning, secondly in terms of style (Nida, 1964, p. 4).

Equivalence consists of exactitude and naturalness as two main principles. That means to give the same message in the source and target language. These two concepts dynamic and formal equivalence are related to the writer Eugene Nida who is the father of this theory and he focused on different options in how to translate one of the most important books in History "The Bible". Theories of dynamic and formal equivalence refer in a very general method, to the relationship between a source text and a target text and in any kind of translation job.

The precursor Nida as the creator of the theory of "dynamic or functional equivalence", implicated different concepts, such as linguistic, cultural, communication process, because he wanted to achieve a good translation.

The same goes for translators, it does not matter if they know the basics of and language, they need to take seriously their work and work hard for it to play in "professional

leagues". Two important equivalences a translator must be knowledgeable about are dynamic and formal equivalence. It is important to consider its definition of general equivalence when we focus on the distinction proposed by Eugene Nida between formal equivalence versus dynamic one.

Language change and consequently is better a more functional technique than literal or formal, this supports the idea of Nida in the naturalness of the text. Dynamic equivalence is desirable because it prioritizes language purpose or gist and recognizes that language, its shape, and grammar, can add other words because of language change. Although is important to take care of not making the translation too literal or far enough, because it can result in a bad translation product.

However, between dynamic and formal equivalence is not a significant edge, translators use both multiple times and in multiple contexts, and both are used in texts sometimes simultaneously. It is said that a competent translation includes the use as well as dynamic as formal capabilities, yet the best translation is the one that does not look like a translation. It is just a reproduction in the target language. It is not enough just to translate word-by-word from one language to another, as it may lose true meaning. The goal of translation is to establish an equivalence relationship between the source text and the target text, transmitting in its entirety 100% of the meaning, not units.

There are other important criteria every translator must apply, firstly, accurate translation, and secondly idiomatic translation.

Accurate translation is the translation that brings the same meaning of the source in the target language, without complements or omits any unit. This should not intensify or change the meaning of what the author gave.

The idiomatic translation refers to the quality of the translation. It has to look written by a native person in the language of origin. It takes into account the different competencies as subject, transfer, bicultural competencies. Other important elements are the purpose of the text and the social setting. Those components must give a transparent translation. That means the translation looks as if it was developed or transferred in the native language of the person who is reading. Following its grammatical, syntactic, and every convention needed it.

The translator should be able to analyze all the elements during translation and know how to prioritize what elements and strategies to use, for which he must use his or her translation capacity or competence. The translation is a practice but even more, is its expertise that has implicit the process of linguistic, cultural, communicative, and textual skills.

2.1.3. Text Analysis

As a first stage, one of the most important purposes of an investigation in translating is to understand the meaning of the text and issues whit the text. Newmark described it very well when he pointed out that "The intention of the text represents the SL writer's attitude to the subject matter" (p. 12).

It is vital to be familiarized with the text and to discover potential issues. The first reading will help a translator to understand what is about and to study it from a different opinion. To analyze the author's point of view because is always crucial to emphasize the writer also their intention. It will require a general and close reading. General reading is required to understand the subject and concepts that is why the translator has to investigate different sources to expand knowledge. In close reading, involve specific context, words, and their meaning.

2.1.4. Text Styles

It is essential not only to translate the theory mentioned by the source document or text but in addition to make sure that the conversion has a writing style to simplify reading and understanding of the notion. Nida (1964), says "that one reason for the great variety of translation theories and sub-theories is the fact that the processes of translating can be viewed from so many different perspectives: stylistics, author's intent, diversity of languages, differences of corresponding cultures, problems of interpersonal communication, changes in a literary fashion, distinct kinds of content" (p. 20).

There are four styles of (literary or non-literary) text; according to Newmark he explains them in the following text:

- (1) Narrative: a dynamic sequence of events, where the emphasis is on the verbs or, for English, 'dummy' or 'empty' verbs plus verb-nouns or phrasal verbs ('He made a sudden appearance', 'He burst in').**
- (2) Description, which is static, with emphasis on linking verbs, adjectives, adjectival nouns.**
- (3) Discussion, a treatment of ideas, with emphasis on abstract nouns (concepts), verbs of thought, mental activity ('consider', 'argue', etc.), logical argument, and connectives.**
- (4) Dialogue, with emphasis on colloquialisms and phaticisms (Newmark, 1988, p. 13).**

2.1.5. Stylistic Scales

According to Newmark (1988), there are some examples of the scale of formality, which is one of the most important aspects when translators study a text; Stylistic helps the translator to recognize the category of readers, besides, in this process, will assistance the vocabulary that is going to be needed in the translation.

It is important to point the association between formality and emotional tone, as an example, in that an official style is likely to be factual, at the same time as colloquialisms and slang tend to be emotive.

2.1.5.1. Scales of formality

English is one of the most demanded languages in the translation world. The scale of formality can change from legal documents with their very particular language to business letters. Then it could reach informal or colloquial texts whose words are those used by anyone in a dialogue with friends or relatives.

This scale could be characterized by the choice of the person giving the message and his appropriate linguistic resources, and the use of language appropriately. It is characterized by the expressiveness of the speaker; Newmark resumes them into *Officialese*, *Official*, *Formal*, *Neutral*, *Informal*, *Colloquial*, *Slang*, *Taboo* (p. 14).

2.1.5.2. Scales of Generality or Difficulty

Newmark (1988) pointed out the scale of generality, bringing students some examples for each one. This section defines the level of complication of the documents. The list includes a simple, popular, neutral, educated, and technical scale.

In the use of simple difficulty, texts have low or basic terminologies. In contrast, an educated scale takes into account uses for academics, universities, or schools.

A popular text is when it contains vocabulary people use with a close friend, family, at work, and other casual contexts.

A technical document contains information about a specific area of knowledge. It could be organized in a properly structured and effectively presented to readers.

2.1.5.3. Scales of Emotional Tone

Maintaining on Newmark (1988) viewpoint, he characterized four scales of emotional tone, which are intense, warm, factual, and understatement, all of them being a resource created to convey the emotion that must be felt when reading a text and the attitude of the narrator's voice in the work.

Intense (profuse use of intensifiers) ('hot')

'Absolutely wonderful. . . ideally dark bass . . . enormously successful. . . superbly controlled'

Warm

'Gentle, soft, heart-warming melodies'

Factual ('cool')

'Significant, exceptionally well-judged, personable, presentable, considerable'

Understatement ('cold')

'Not. . . undignified' (Newmark, 1988, p. 14).

2.1.6. Text Function

The text function offers the person who reads the impression of what the text is about, and similarly what the writer is trying to communicate in them. One of the most important functions that fulfill the texts used in environments is the purpose of informing, knowing the real, possible, or imagined world to which the text refers, with a concise and transparent language.

According to those arguments, the translator must identify the source text function to reproduce the target readers' same intention. Newmark (1988) explained three functions of language: expressive, informative, and finally vocative.

2.1.6.1. Informative

The informative text is the one that allows the reader to obtain information about a current or past event or any other subject or topic perceived in newspapers, encyclopedias, magazines, etc. There are different types of texts; however, they all have characters such as the topic, sub-theme, chronological order, a problem, and its solution. There are many types of text such as scientific, outreach, legal, informative, historical, descriptive, explanatory, argumentative, or others.

2.1.6.2. Expressive

An expressive text is one whose main intention is to communicate the feelings, desires, and thoughts of the speaker. They can also be called expressive texts or symptomatic texts. Moreover, this expressive function is not only in written language but also in oral language.

2.1.6.3. Vocative

The vocative is a word or several with which the sender or speaker seeks to attract the attention of the person to whom he addresses. Vocational people call rate or appoint someone. In this sense, vocations are nominal expressions.

2.1.7. Translation Methods

Many translation methods are accessible today and there are more useful ones or others. It will transform the source text to an available target text; depending on the use of the text, it is more convenient to use one translation method than another is. Some are much easier, but the result is somewhat poor, while with others, they involve specialized work, but the result is much better. Even though, Newmark (1988) mentioned some examples of translation methods

such as Literal, faithful, semantic, idiomatic, or communicative, this chapter will develop only two of them: semantic and communicative translation. The translation method must be used to the complete text, which is going to be translated; the translation technique may differ depending on the subject and transfer competence as well as requirements of the verbal elements to be translated.

It is recognized that a translation cannot be isolated or precise in the sense of formal equivalence because this is what translation machines attempt to do and nowadays, it can see how this involves many mistakes. Understanding that and referring to the concept of equivalence such as dynamics techniques also known as functional equivalence, implies the translation as its expression in the source unit text, while the formal is the way translator conveys the source unit text word by word.

Language change and consequently is better a more functional technique than literal or formal, this supports the idea of Nida in the naturalness of the text. Dynamic equivalence is desirable because it prioritizes language purpose or gist and recognizes that language, its shape, and grammar, can add other words because of language change. Although is important to take care of not making the translation too literal or far enough, because it can result in a bad translation product.

2.1.7.1. Semantic translation

Semantics is the study and understanding of the meaning between words. As its name suggests, semantic translation reproduces the exact contextual meaning of the original as natural as the target language. It is more useful in expressive text.

This procedure exists when identical meanings are conveyed in the two languages. Semantic translation is focused on the author; the original text is a master text. Most of the expressive text uses this kind of translation. This is because the text is faithfully translated. It is not essential to achieve cultural adaptations, expressions, or terms needed to be modified in the target text to help the audience to understand the message. Semantic translations respect the vocabulary used in the source text.

According to Jovanovic (2016), who compares and say that the distinction between ‘faithful’ and ‘semantic’ translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator’s intuitive empathy with the original.

2.1.7.2. Communicative translation

It tries to reproduce the associated meaning exactly to the original so that equally important the content and language are easily understandable to readers. This translation takes into account cultural adaptations, expressions, or terms in the target text to help readers to comprehend the message.

Attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership (Jovanović, 2016).

2.1.7.3. Translation Techniques

Translation usually has been used to convey written or spoken Source Language unit texts to equivalent written or spoken Target Language texts. The objective of this process called translation is to transfer several texts of different functions such as religious, literary, scientific, news, philosophical and other texts, to make them available to readers around the world.

There are some important factors, which make this process a true task, such as form, meaning, style, proverbs, idioms, measures, or others because most of them are bicultural competence.

“What translation theory does is, first, to identify and define a translation problem (no problem - no translation theory!); second, to indicate all the factors that have to be taken into account in solving the problem; third, to list all the possible translation procedures; finally, to recommend the most suitable translation procedure, plus the appropriate translation” (Newmark, p. 9).

2.1.7.4. Transposition

This is a process where some words of the text change the sequence when they are translated. Therefore, it a technique that implicates moving from one grammatical category to another, which means, introduces a change in grammatical structure but this without modifying the meaning of the original text.

In Spanish, the use of active voice is preferred, while in English in the technical discourse the use of passive voice is more used. Newmark (1988) explains that transposition involves the change of grammar from the source language to the target language. There are many transposition differences, some could be used to do a part of the text sound more natural, or structures applied depends on the grammatical equivalence between both languages.

2.1.7.5. Modulation

Another translation technique is modulation. The modulation occurs when the translator changes the meaning by changing the point of view. This technique modulation can be also categorized as optional and obligatory.

This Technique is also based on a contrasting analysis. All languages experience from their own perspective, which translates into the use of linguistic elements that work differently in each language.

Newmark points out (1988), the term 'modulation' defines 'a variation through a change of viewpoint, of perspective and very often of a category of thought'. (p.88).

2.1.7.6. Omission

The omission is a translation technique that can be defying as Lacovoni in 2009 said, **Omission means dropping a word or words from the SLT while translating. This procedure can be the outcome of the cultural clashes that exist between the SL and the TL (2009).**

The process of translation inevitably contains omissions and additions by the translator. However, an acceptable translation should contemplate the grammatical structure of the original language and its levels of meaning: lexicon itself, language phrases, sets of words.

2.1.7.7. Amplification

This translation technique is based on adding linguistic elements to the target text. It opposes the technique of linguistic compression. The translator tries to explain a word that lacks equivalent in the target language.

Amplification is an intervention of the translator by changing a positive statement and is one of the translation techniques studied by researchers as part of the translators' working method. The different approaches, from which it has been analyzed, although they can be confusing, coincide with mainly relating it to the differences between languages. Some authors, such as Newmark or Berman, call it "expansion." Not everyone from a positive perspective.

2.1.7.8. Explication

This concept and technique correspond to the process or fact of becoming explicit or of causing to be explicit. Linguistic means from the point of view of the implicit and explicit

can contribute in a convenient way to the more complete characterization of languages, which is significant not only for the practical needs of translation, but also for the practical needs of translation, but also language teaching.

Vázquez-Ayora (1977) clarifies that explicitation is used to express in the target text what is implicit in the context of the source text. He also mentions that this technique is useful to let the message clear for the reader since English usually has elements that can be unclear or misunderstood if translated into Spanish.

2.1.7.9. Literal translation

Usually, this is called a literal translation or metaphrase. This refers to a word-for-word translation, which is as precise as it is idiomatic. This technique can only be useful with languages, which are particularly close in cultural terms. It is acceptable only if the translated text retains the same sentence structure or word order, the same meaning, and the same style as the original text.

2.1.7.10. Punctuation changes

The punctuation in a special way is related to in the texts to the syntax, with the way of organizing and directing the text, in the relation between the sentence and paragraph. Newmark in 1988 explained,

Punctuation is an essential aspect of discourse analysis since it gives a semantic indication of the relationship between sentences and clauses, which may vary according to languages: e.g. French suspension points indicate a pause, wherein English they indicate the omission of a passage; exclamation marks in German are used for drawing attention, for emotive effects and emphasis, for titles of notices (but no longer for 'Dear Mary', in letters) and may be doubled; semi-colons indicate cohesion between sentences; French tends to use commas as conjunctions (1988, p. 30).

Punctuation is essential when communicating in a language and proper use is just as important. Nevertheless, there are no same punctuation rules in all languages. More or less common actions such as writing a letter, entering a dialogue, or typing decimal numbers have punctuation differences in English and Spanish. In the process of translation, it is necessary to be careful with the main differences between the punctuation changes of both languages.

2.2. Computer-Assisted Translation tool context

Austermuhl (2001) said that translation mostly is the product of globalization and the communication revolution, as this thesis showed in the first chapter. It is said that a CAT tool has considerably transformed the method of how translators work and accomplish their translation projects these days.

2.2.1. Definition

A CAT tool in Lynne Bowker's words is understood to include any type of computerized tool that translators use to help them do their job (2002, p. 6). "CAT" in the CAT tool is an abbreviation that means "Computer Aided Translation" or "Computer-Assisted Translation". A Computer-assisted translation (CAT) refers to the use of software to assist a human translator in the translation process. It does not imply that software is going to complete the translation job for a professional. CAT tools most of the time contain a translation memory, termbases, so they give a wide glossary in their subject areas.

Nowadays, it makes a great deal of debate in the field of professional translation because, in their beginnings, those tools were implemented to make life easier for the translator.

CAT tools differ from other technology as:

- Translation Memory, it is said by the website memos (2020) that this is the heart of translation technology because is a database that could be reused in other translation works. It saves and provides sentences, paragraphs of text that have been translated previously. It works as part of a CAT tool.
- Machine Translation (MT) is the moment translation where a translator does not have any implication. It does not cost anything and either implied time. Some examples of the MT website, Google Translate to get your translation free. It is important to say that it comes to word-for-word so the accuracy from one language to another; is not a high percentage of accurate translation.

2.2.2. Historical Background

John Hutchins developed (2006), important research about the history of machine translation. He started his investigation before the computer age. Although for this thesis the most important fact is in the modern ages, this document briefly will develop its history.

In the 1930s were founded the first proposals on machine translation systems, George Artsrouni designed a storage device that could be used to find the meaning of any word in another language. The Russian Petr Smirnov-Troyanskii, registered the first patents to collect concrete proposals (because he did not finish his project due to his disease) on how to materialize machine translation in three stages: the first one, direct translation model, SL-TL without any "logical" analysis of the words and their syntactic functions. Second, interlingua model, a machine would transform all sequences of words and syntactic functions into equivalent sequences in the language of arrival. The third one, the transfer model, an editor who only knew the language of arrival would have to "adopt" those sequences to his language to sound natural (p. 376).

In the 1940s, the Rockefeller foundation with the participation of Warren Weaver and the British Andrew Booth began to develop the first hypotheses on how people could use computers to translate different languages with each other. Those years were the beginning of computers.

In the United States, Booth together with the British Richard H. Richens created a morphological analyzer it was people recognized by people as a digital dictionary. It incentivizes research in the translation field.

In the 1950s, some Institutions were working in this area, until they developed the prototype automatic translator developed by Georgetown University and IBM. The system had some limitations because it translated 49 sentences from Russian to English, its terminology was only 250 words and it only had six grammatical rules.

According to Josselson in the 1960s, Bar-Hillel pointed out that fully automatic high-quality translation (FAHQ) is exceedingly difficult, if not impossible, to achieve (1971). He pointed to signs of problems that machine translation could not solve and given the state of linguistic knowledge and computers but ventured to assert that it was impossible. The National Science Foundation determined that machine translation was slower, lower quality, and twice as expensive as the same translation done by a person, and therefore it was not recommended to continue investing in its development.

In the 1970s, the research focused on developing automatic transfer translation systems and interlingua-based systems. From then until the present day it is clear that research has continued.

2.2.3. Computer-Assisted translation tool generalities

A CAT tool creates a database, meanwhile, it makes segments, and the software collects the translation and develops a database or a translation memory. It could call as an automatic glossary for each text. The database created allows translators to reuse them in other similar texts respectively found. When a term or sentence is repeated, the software automatically shows how that word or sentence was translated into the same text or even another that is stored in memory.

2.2.4. Types of CAT

At present, there is an unbelievable diversity of CAT tools accessible in the marketplace. As a translation student, is difficult to find the exact tool. Some CAT tools they need to install on the computer like Trados, Idiom, MemoQ, suggest a desktop version or a version online. For the online version, it is necessarily internet access. Another important point is that CAT tools can consist of a wide-ranging of different features. Some work with different categories of documents, such as PowerPoint presentations. Some operate entirely in the cloud and its terminology databases. Some work online.

For this thesis, there are going to be considered just a CAT tool to recognize its help to the translator to do a better manage translation. After analyzing the market and some recommendations of the CAT tool, it was decided to study the features of the following CAT tool. Further explanation on why this was chosen can be found in the practical part of this thesis.

2.2.4.1. SDL Trados Studio 2021

According to Mónica Fernandez (2010), in her investigation, she mentioned that probably Trados was the first CAT tool to be in the market (p. 219). It was in 1984, Jochen

Hummel and Iko Knyphausen, who worked for IBM as well as freelance translators and as software developers. They decided to create in Stuttgart the company TRADOS (TRANslation & DOcumentation Software) to do more efficiently larger translation projects.

Trados's Jochen Hummel claims that the Translation Memory module will be particularly useful for large documentation translation jobs where version updates form a significant part of the load. In contrast to the system developed by Fraunhofer, which uses statistical methods, Trados' system uses a fuzzy match algorithm for seeking out "similar" strings and sentences in a document database and retrieving them for reuse (Fernandez, 2010, p.220).

After some research, SDL Trados is the most used CAT tool in the field. According to the website SDLTrados (2020), SDL Trados Studio, has been helping translators and language service providers translate faster, ensure consistent quality and reduce admin for over 30 years (2021). At the same time, they point out that the tool is a modern CAT tool.

2.2.4.2. SWOT

The diagnostic based on Strengths, Opportunities, Weaknesses, and Threats was carried out to analyze the current situation of CAT tools. This general point of view allow overcoming the results to obtain conclusions. This will provide recognition in principle of internal and external elements that affect both positively and negatively, the tool as a whole, and that manage to define how the elements can help or delay the fulfillment of goals.

2.2.4.2.1. Weaknesses

Weaknesses define the risky or unfavorable elements for the implementation of the objective. Talking about CAT tools, it could say that the user needs the knowledge to manage the tool even though there are so friendly. The user has to pay because the free CAT tools do not give all the features. The tool could present incompatibility with software. Some of them

required an internet connection. It cannot be able to apply to all documents such as PDF, PPT, Word, others. The more users there are, the more likely the service is going to be saturated.

2.2.4.2.2. Strengths

Strengths are the qualities or abilities that the factor in study comprehends to achieve the goals. Related to the CAT tool in the study, some are for free. Assisted translation tools have changed over time and are now developed with many features that were previously thought impossible. It lets to maintain the same style of work within the sector in the different projects that a client can order. Some tools run on multiple platforms such as Windows, Linux, Mac, thus opening a wide variety of self-publishing formats. For some, the software makes it easy to install and use. The use of translation memories, because these informative tools help the translator to work faster and more efficiently, reducing delivery times. People can add multiple translation memories and connect to automated translation servers.

2.2.4.2.3. Opportunities

Opportunities are external conditions, which can help and be useful to achieve the goal. A CAT tool like any other technology, they are in continuous development, and both programmers and users know that there is much to improve. There are free online training

2.2.4.2.4. Threats

About treats, there are the harmful. It is an external factor located, which, could become opportunities, to achieve the goal. CAT tool presents the ability to share translation memories, if any of the segments fail, will be stored in translation memory and repeated in various translations. Being a cloud service, it is not very secure in terms of file security. Part of the market goes down then you must have the one that the customer requires.

2.2.4.3. Components

A CAT tool involves several components, but there are three main. The first is the translation memory; second, the term base that is related to terminology, then the quality assurance. A CAT tool, nevertheless, is not limited to TM and TB components. Other technologies that are part of today's CAT tools can include dedicated translation word processing software, quality assurance (QA) tools, among others. According to Howard Snow (2016), there are components of a CAT Tool beforehand translated:

- Translation Memory: it was developed in the 2.2.1 Definition.
- Terminology Management: refers to all the procedures necessary for terminology. In short, it uses the database and term bases specific to an industry, company, public organization, or even an author.
- Alignment – transforming previously translated document pairs into TMs: in this feature, the user can create a translation memory from his previous jobs. This is going to match the jobs.
- Quality Assurance
- Spell checking, Numbers, Placeables, Tags, Terminology consistency
- Same source – different translations (and vice versa)
- Corpus Management: A software that allows finding language form or sentences in a database.
- Machine Translation Plug-in: it was developed in the 2.2.1 Definition.
- Project Management: this component help to create a specific project, name it, it can be seen the progress.

2.3. Glossaries

As a glossary, according to the Cambridge dictionary, the definition is "an alphabetical list, with meanings, of the words or phrases in a text that are difficult to understand" Press, C. U. (2021). Therefore, the texts, which are going to be translated, have many words that need an explanation. Most of them refer to a cultural context and knowledge.

In the followings sections, it will place the glossary. It should contain definitions for terms in the main text that may be unfamiliar or unclear to the average reader. It will first need to identify the terms in the source text that will require going into the glossary. Then, the definitions for these terms will appear.

Chapter III

Methodological Framework

According to Balestrini (2006), is the set of logical procedures, technological operational in any research process, to highlight them and systematize them; to allow description and analysis of the study and the data, based on conventionally operationalized theoretical concepts (p. 125).

The essential purpose of the methodological framework is to specify, through clear and simple language, the methods, techniques, strategies procedures, instruments corresponding by the researcher to achieve the objectives. The last by justifying the researcher to respond by criteria of authors of methodology books, so it must be responsible for quotations or textual with author supports.

In the methodological order, it is thought that the design of the investigation can consider being suitable for studying the content, structure, and function of subjective rights of translators. Once the main theories are, the determining framework should try to establish correlations between theories and decisions informants as reflected in the process records. With that, students will be able to consider covering the first stage of our research program, it will be for the future to generate, and check hypotheses about the behavior expected from certain theories, for example studying whether certain theoretical content can explain or predict effective behavior during the translation process

3.1 Research Approach

This research has a mixed purpose. The methodological inquiry will be carried in the translation of two documents, a class workbook called “Teaches creative writing” by Margaret Atwood. The second document called “Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” from Spanish into English by

Ana Lucía Mora González. At the same time, the investigation will apply one option of CAT tools software.

A first distinction is needed theoretical research, focused on the intellectual process of ideas, and empirical research. Knowledge must be obtained by the scientific method that is the general procedure that is followed to achieve empirical knowledge, while techniques with specific, operational procedures, which are used in scientific work to carry out the different stages of the method.

Qualitative research can be characterized as an attempt to uncover the reality by opposition to the world of the laboratory, so it is considered the method suitable when it comes to building a theory. For translation projects, a combination of the qualitative and the quantitative method is encouraged due to the statistical analysis of the procedures and techniques. Qualitative in the implementation of interviews, brainstorming, text analysis, and others.

For this research, the approach this object of study points and conceive the use of CAT tools in the translation process as the description of the phases and tasks of the project, as well as the intervention of resources and tools that automate or systemize each of the tasks of the project.

This work has a qualitative approach because it will be seen in the recommended discussion and in its different perspectives, with a critical capacity and domain mastery to establish a value. Data have not been recognized spontaneously.

3.2 Research Design

In this approach, descriptive research can be located by looking for information independently, and others. The above give results in the use of a CAT tool and its process. Descriptive studies are intended to obtain diagnoses of the realities given (Arellano, 1989, p.9).

Employing the descriptive level, the nature of the study is identified and known during the research process, aims to describe how it presents itself and the relationship with the variables.

The detailed description of the use of CAT tools in a translation project is part of the declarative knowledge of the formation of a translator; the study is pertinent and how the researcher expects to fill the gap in the literature.

This chapter is going to introduce and explain important concepts that the thesis needs to reach the objectives. Furthermore, it will develop data connected to the use of the CAT tool in a translation method.

There are eight types of translation: word-for-word translation, literal translation, semantic translation, adaptive translation, free translation, idiomatic translation, and communicative translation. Finally, this chapter will refer to the connection between the concepts explained and the problem statement questions given in Chapter I.

3.3 Information Sources

The case of the study described in this research focuses on the use of CAT tools in a translation process. The rapid development of science and technology, together with the social and cultural changes has increased a high degree of specialization in professional activity and translation.

3.3.1 Primary sources of information

According to Congress (n.d.), primary sources help students communicate in a personal way event. It promotes a deeper understanding of history as a series of human events.

Primary Sources contain is new and original and therefore directly usable. This category belongs to books, monographs, web pages. From the point of view of this thesis, these primary documentary resources can greatly facilitate the understanding, while gaining a deeper knowledge

of what you want to investigate. To acquire this information, methods such as the following will be used: books, documents in a web, book section.

3.3.2 Secondary sources of information

Secondary sources reveal the existence and in some cases the location, of primary documents. There are referring to Bibliographies, Catalogues, indexes, and cultural documents. Those are based on information that has been collected by different authors and researchers and will be used to gain extensive knowledge about the research to be conducted. Methods such as general and specific bibliography, magazines, summaries, reference books, electronic bibliography, web videos, or thesis.

It is important to refer that someone who did not experience first-hand or participate in the events or conditions you are researching created a secondary source. For a historical research project, secondary sources are generally scholarly books and articles. A secondary source interprets and analyzes primary sources (University, 2020).

3.4 Analysis Categories

Conceptual variables are the ideas of what needs to be measured. Once a basic purpose or concept of a research project has been established. It is important to establish the variables that will be studied. Variables are the observable characteristics or events that assume a range of values during the research. First, the experiment establishes conceptual variables.

3.4.1 Variable

According to Sampieri (2014), “A variable is a property that can fluctuate and whose variation is sensitive to be measured or observed” (p.105). Variables are the observable characteristics or events that assume a range of values during the research.

Qualitative data is more difficult to analyze than quantitative data. It consists of text, images, or videos instead of numbers.

Some common approaches to analyzing qualitative data include:

- Qualitative content analysis: Tracking the occurrence, position, and meaning of words or phrases
- Thematic analysis: Closely examining the data to identify the main themes and patterns
- Discourse analysis: Studying how communication works in social contexts

In this study, related to the objectives there are identify three main variables among others. Methodology for translating as a conceptual definition refers to an activity comprising the interpretation of the meaning of a text in one language (the source text) and the production, in another language.

Another main variable is the Sequential Model of Translation. That means using the particular process and ability of the knowledge. Use of a CAT tool in the translation process of two texts.

Target Translation. The language into which a text or document is translated using a CAT tool and its involvement. Laboriousness process in which is needed an outstanding control of the language into which the text is translating, even more, using a CAT tool and its experience.

3.5 Data Collection Instruments

The instruments for the collection of the information were mostly close and open observations of documents, analysis, and application of translation methods using a CAT tool. Those instruments will be apply using and taking advantage of technology. Social media will help to collect information, which will be consulted in a specific period.

As subjects of information are the application of surveys to professionals, students, and some professors. People who were consulted through questions developed answers in global terms about the use of a CAT tool, and that helped contextualize the work to be done. Similarly, the diversity of available sources of information, sources that are structured to expedite research or professional work.

The research covers primary sources both observation such as open and closed questions. The information collected will be directly tabulated through different stories or writings transmitted by participants.

3.5.1 Surveys or questionnaire

A survey is a procedure that designs descriptive research. The researcher collects data using a previously designed questionnaire. In this sense, a survey is an instrument that permits to search for data to address a topic of study.

The surveys will be created using forms in google. At the same time, those will be shared using social media for a period of two months while students, professionals, or even professors can access the questionnaires and answer them.

3.5.2 Interviews

Interview, a conversation that aims to obtain information. There are various types of interviews. Work interviews, to inform and evaluate the candidate for a job. Research interview, to conduct a certain study. Informative interview, to reproduce opinions. Personality interview, to portray or psychologically analyze an individual. It can be structured or unstructured. According to Jaimen Arellano (1989), the first one uses questions in an open or closed answer format, while

the second uses an appropriate question-answer format to get the general information that is required.

For the conduct of this investigation, the main source of information is the investigations, application of the translation process, and in some way the answers that could be collected in the interviews.

3.5.3 Observation

To observe is to apply the senses carefully to an object or a phenomenon, to study them as they are presented. Observing is not "looking". The person with a scientific attitude perceives these same realities and seeks to "observe" them to try, for example, to explain how, why their nature is. This allows you to obtain information that has not been collected with other techniques. It is used to verify the information obtained through the use of interviews and document review. It is useful when it is necessary to observe the way documents are handled and in general, fluid information process.

3.5.4 The 5 why's

A technique is studied with the basic tools of quality since it is used in the analysis phase corresponding to problem-solving plans or quality continuous improvement. José de Domingo (1997), cited it is based on asking the question 'because', until the appropriate answer is obtained to the problem raised.

This activity will allow all members attending the working session to provide solutions and identify the problem to be resolved.

3.5.5 Brainstorming

Acuña (2006) described this technique, he said that it is intended to obtain as many ideas or solutions to issues raised in the shortest possible time, taking advantage of the creative capacity of people.

Brainstorming is a teamwork tool to quickly get the group of people gathered to generate, clarify, and evaluate a significant list of ideas, problems, topics, and processes. In the application of this technique there must be a generation phase; another clarification and finally an evaluation, the generation phase is used to clearly define the purpose pursued. Each person intervenes in sequential order presenting an idea in turn. Ideas are not criticized or discussed, although they may be based on others already raised. All are recorded in a visible place, and this phase will end when all reviews have been exhausted. In the clarification phase; the team clarifies and discusses all ideas put forward and then evaluates each of them. This eliminates duplication or changes items as needed.

In the clarification phase, it is explained, and discussed all ideas to put forward to then evaluate each of them. This eliminates duplicities or changes the elements as needed.

3.5.6 Charts or tables

Cambridge Online Dictionary (2011) defines the term chart as "A drawing which simply shows information, often using lines and curves to show amounts." Knowing this information denotes graphically and in detail the quantitative results of the analysis data, in this case, the results of the survey answers. The researcher will use those diagrams to represent symbolically the amount related to a question.

Tables will be used in some analyses based on the most important aspects proposed by Newmark. It will recognize the features of both documents. As was mentioned before in Chapter

If one instrument is the construction of a glossary. It provides terms in both languages such as English and Spanish. The use of a table will be included in which the definition, equivalent term on the contrary language as their grammar function will be contained there.

3.5.7 TRADOS

The use of TRADOS software has a cost, which is why this research will use a free option. This could be use of thirty days and does not have the same possible advantages as one if you pay. As was mentioned before, for this year 2021, there is the cost of the tool: SDL Trados Studio 2021 Freelance Plus: 570 USD. SDL Trados Studio 2021 Freelance: 475 USD. SDL Trados Studio 2021 Freelance (one year): 227 USD

It is important to mention for this application will need a lot of desire to learn and an internet connection. Basic computer/computing knowledge and the Office package.

3.6 Collection data process and data analysis

According to the different objectives, which were identified, this section is explained how the research is going to collect the data.

3.6.1 Consultation techniques

To conduct this investigation, it must be a source of information some instruments based on material that has been collected by different writers and investigators and will be used to gain extensive knowledge about the research to be carried out.

For the conduct of this research, professionals and students will be taken as the main source of information. For it will be verified the factors related to the topics of the use of a CAT tool in a translation process.

3.6.2 Observation techniques

Having carried out the translation process it is necessary to review each of the characteristics of the parties involved such as the author, the original text, the translation, the translation reader, and the problems that this involves.

The observation will be non-participatory by the fact that the researcher will be an external person to the object of study. Direct observation will be aided by videos, information, interview data collected.

3.6.3 Content analysis and presentation of information

The technique for analyzing information acquired will be detailed according to its type by either brainstorming, five why's techniques, observation, or others.

The standardization of notes, quotations, and bibliographies aims to build an understandable language, for the widest number of researchers allowing them to retrieve that source of information. It is important to maintain the principles of clarity, unity, and primacy.

Clarity: information it is wanted to communicate must be organized in a way that is easier to comprehend.

Unity: The parts where the report is divided must be logically harmonized with each other, creating a unit.

Primacy: be cautious to consolidate the points which are wanted to statement. Consider the most appropriate are adequately successful.

Any other material that contributes to clear communication should be spontaneously accepted: photographs, diagrams, and original documents, illustrative or demonstrative annexes.








As an important fact, will be the use of graphs, tables. The technique for analyzing the acquired information will be detailed according to its type either by interviews or by observation. Those instruments will clarify the data collected.

3.6.4 Color coding system

The text analysis of both documents mentioned before is based on Newmark's perspective already developed in the previous chapter. The techniques used to analyze the documents are transposition, modulations, omission, amplification, explicitation, literal translation, punctuation.

The following table shows the colors use to identify each translation technique in both documents.

Table 1
Color coding system

Translation technique	Color coding system
Transposition	
Modulation	
Omission	
Amplification	
Explicitation	
Literal translation	
Punctuation changes	

Source: Researcher's creation

Chapter IV

Translations

This chapter comprehends the two translations considered as the theme of the study. The first translation from English into Spanish as it was mentioned in Chapter I, is a class workbook called "Teaches creative writing" by Margaret Atwood. The second text that will be translated is a magazine called "Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica" from Spanish into English. Ana Lucía Mora González writes this article.

4.1 Translation from English into Spanish

Margaret Atwood

Capítulo dos

Iniciarse como escritor

“Si realmente quiere escribir y está luchando para empezar, tiene miedo de algo. ¿Cuál es ese miedo?

Iniciarse como escritor

Subcapítulos

Como me convertí en escritora

Mi proceso de escritura

Encontrar su propio proceso

Superar el miedo

Análisis del capítulo

Margaret se convirtió en escritora porque era una ávida lectora. Creció en los bosques del norte de Canadá, donde había otras formas de entretenimiento (y sin suministro de agua). Cuando era niña escribió tiras cómicas y pequeñas historias y fundó una compañía de marionetas en la escuela. Comenzó a escribir en serio a los 16 años. Aunque quería ir a la escuela de periodismo, algunas personas le dijeron que, como mujer, las únicas asignaciones periodísticas que le ofrecerían serían los obituarios o las páginas de moda. Al no ser el tipo de escritura que ella quería hacer, Margaret reflexionó sobre su sueño de cómo llegar a ser escritora: se mudaría a París y viviría en un ático. Pero en realidad tomó la decisión más práctica para obtener un título de posgrado y fue aceptada en Harvard (donde, bromea, tuvo más tiempo para escribir que el que habría tenido en su ático parisino imaginario).

Su primer libro de poesía, *The Circle Game* (El juego del círculo)¹ ganó el Premio del Gobernador General, un importante premio de literatura canadiense en 1966. Su primera novela, *La mujer comestible*, fue publicada tres años más tarde por McClelland y Stewart. Desde entonces, ha llegado a publicar quince novelas, además de otros volúmenes de poesía, drama y libros de no ficción.

Margaret nunca escribe a partir de ideas, ella cree que estas son descubiertas más tarde por los lectores, una vez que el libro ha sido escrito. Ella escribe a partir de personajes, voces que ha escuchado, escenas e incluso objetos.

Ella empieza escribiendo a mano porque encuentra que genera un flujo de su cerebro a su mano y, por consiguiente, al papel. Luego transcribe estas páginas a máquina, las edita a medida que avanza usando un método de "desbordamiento" que le permite mantener fresco, en su mente, lo que acaba de escribir. Ella espera hasta tener unas 50 o 60 páginas antes de empezar a pensar

¹ Traducción del autor de este estudio, no hay traducción oficial.

en la estructura. Describe su propio proceso como "esquí alpino": escribe tan rápido como pueda y luego vuelve para revisar; literalmente, "volver a ver" lo que había escrito.

Cada escritor trabaja de una manera diferente. Algunos, lo hacen directamente desde el principio hasta el final. Otros en segmentos que son arreglados después, mientras que algunos, de oración en oración. Como le gusta decir a Margaret "El basurero es su amigo", así que no tenga miedo de probar técnicas, voces y estilos diferentes. Quédese con lo que le funcione y deseche el resto. Su material y proceso le guiarán hacia su propio conjunto de reglas.

El miedo es el principal obstáculo que le impide a las personas escribir. Si lo ha sentido, trate de identificarlo y hágase las siguientes preguntas: ¿está preocupado porque no sea bueno? ¿o de que un familiar lo lea? ¿no ser capaz de terminar su libro? Margaret dice que si usted identifica el miedo y lo afronta, la puerta se le abrirá.

Aprenda más

Margaret lo alienta a encontrar su propio procedimiento y recalca que un proceso de escritura productivo será diferente para cada persona. Para obtener más ideas lea estos ejemplos de libros por escritores en *Lit hub*, los cuales puede probar durante esta clase.

Para ayudarlo a convertir una página en blanco en un borrador potencial consulte semanalmente los consejos de escritura en *The Time Is Now* de la revista *Poets & Writers*. En esta se publica los martes una nueva instrucción de poesía, los miércoles de ficción y los jueves una creativa de no ficción.

Writer's Digest publica regularmente sugerencias de escritura creativa y es una fuente de otros recursos, ya sean de escritores nuevos como experimentados.

Awesome Writing Prompts es una lista continua de impresionantes instrucciones de escritura. Revísela y marque los que le gustaría experimentar.

Si está orientado en datos o ha establecido como objetivo el recuento de palabras, usted podría revisar el sitio en internet 750words.com, que hace un seguimiento diario de su escritura, distracción y otras métricas.

Tarea

-En su cuaderno, haga un inventario de su proceso de escritura actual. ¿Tiene una rutina de escritura establecida? ¿Un momento del día o lugar en el que es más productivo? En cambio, ¿hay condiciones que dificultan que escriba? Si hace tiempo que no escribe piense en una experiencia de escritura: ¿Qué métodos o condiciones funcionaron?

A continuación, basándose en este inventario, escriba un proceso específico o un método objetivo que le gustaría lograr durante esta clase. Puede estar relacionado con el tiempo ("Escribir 30 minutos todos los días") o número de palabras ("Escribir 1000 palabras al día") o bien puede ser algo menos cuantitativo ("Sentarme en el escritorio y abrir mi diario cada mañana"). Siéntase libre de usar uno de los métodos de Margaret: pruebe escribir a mano si usa una máquina; o si edita a medida que avanza, pruebe el método del "esquí alpino". Aunque Margaret no siempre sigue una rutina, establecer metas basadas en la rutina puede convertir la práctica de la escritura en un hábito y ayudar a que usted complete una novela.

Por último, escriba sobre cualquier miedo que tenga a la hora sobre escribir. Sea tan específico como pueda. Luego, en una nueva página, escriba sobre cómo podría enfrentar ese miedo, ya sea algo tan específico como encontrar un lector de confianza, como escribir con un seudónimo que le ofrezca libertad artística.

Nota

La portada de *La mujer comestible* que aparece en pantalla se utiliza con permiso de McClelland & Stewart, una partición de *Penguin Random House Canada Limited*.

Margaret Atwood

Capítulo tres

Historia y trama

“Una historia necesita una pausa en una estructura para que funcione”

Historia y trama

Subcapítulos

Las historias son estructuras interrumpidas

Lo que hace que una trama sea sólida

Aproveche las historias anteriores

Conozca las historias esenciales para conmovier

Análisis del capítulo

Cada historia se compone tanto de acontecimientos como de personajes. Una historia ocurre porque una estructura es interrumpida. Si está escribiendo sobre un día que es como cualquier otro, lo más probable es que sea una rutina, no una historia. Para que sea una historia, algo tiene que pasar. Por lo tanto, llamamos a lo que sucede en una novela la trama. Esta puede implicar una amenaza desde el exterior o desde el interior. O, como Margaret lo muestra con sus permutaciones de John y Mary, se pueden combinar ambas.

- John y Mary viven felizmente en su casa de dos plantas con sus dos carros. Y entonces, un día, una extraña luz verde se ve en el cielo. Y un bote desciende a la Tierra justo detrás de su casa y sale un monstruo con tentáculos.

- John y Mary están viviendo en su casa de dos plantas, pero entonces Mary descubre que John la está engañando.

- John y Mary viven en su cabaña de dos pisos. Luego John descubre que Mary se está ausentando misteriosamente durante algunos momentos en la noche y ha desarrollado una tendencia alarmante de dormir en la bañera con todas las cortinas cerradas. ¿Qué ha pasado? ¿Qué son esos extraños colmillos blancos que han aparecido? ¿podría ser que Mary es un vampiro? ¿Qué va a hacer John?

¿Y qué pasa con los niños? ¿Han heredado esta tendencia o no?

- John y Mary viven en su cabaña de dos plantas con su perro llamado Samuel y su gato Charlotte y sus tres maravillosos hijos, pero se están quedando sin dinero. ¿Qué van a hacer? "Ya sé", dice John. "Vamos a robar un banco".

No importa la combinación de eventos que se entrelacen para hacer la trama, cada uno debe ser lo suficientemente convincente y significativo como para que el lector tenga interés en la historia y hacer que se pregunte qué pasará a continuación.

Cada historia está hecha de "componentes" de otras historias que la preceden, así que parte de su trabajo como escritor es conocer esos componentes para que pueda construir sus propias historias. Cada cultura tiene su propio conjunto de historias. Margaret le invita a pensar en un gigantesco juego de Lego que puede desmontar para construir el suyo.

En la cultura anglófona occidental, esos componentes incluyen la mitología griega y romana, historias indígenas, cuentos de hadas de los hermanos Grimm y la Biblia. Mucha de la literatura inglesa, especialmente la publicada antes de 1940, está relacionada con la Biblia y si está escribiendo en inglés, Margaret lo motiva a familiarizarse con estos elementos narrativos.

La literatura es una conversación larga y contigua, cada historia está vinculada a cientos de otras que la precedieron y las que la seguirán. Para "entender el chiste", tal como Margaret dice, o

para comprender un recuento hay que familiarizarse con la historia original. Margaret propone la película *Maléfica* (2014) como un ejemplo de este tipo de adaptación. En este cuento de hadas de la Bella Durmiente, el príncipe es un fracaso y el verdadero beso de amor necesario para romper el hechizo es dado por la madrastra de la Bella Durmiente, Maléfica.

Aprenda más

- Marque y revise esta extensa lista de cuentos y leyendas y sus orígenes culturales recopilados por el experto en folclore, D.L. Ashliman. ¿Cuántos de estos conoce? En su cuaderno, anote varios que le interesen como posibles componentes para una adaptación propia.

- Mire esta conversación, *Talking Volumes*, en los que Margaret habla del papel de las mujeres en los cuentos de hadas de los Grimm y cómo estos cuentos se han apropiado de diferentes momentos culturales a lo largo de la historia.

- La Biblia es una enorme colección de muchos tipos distintos de escritos e historias. Algunos de estos son poesía, dichos o proverbios, o narraciones. Margaret recomienda, como uno de los mejores y más accesibles libros sobre la Biblia, como literatura para los lectores en general, el libro de Jack Miles, *Dios: una biografía*. Pero las historias que usted quiera escribir dependerán de la historia que usted mismo cuente.

Alias Grace, que trata de una mujer que fue o no culpable de asesinato, pero fue acusada y condenada, Margaret utilizó a Susana y los ancianos, un primer misterio resuelto por Daniel. (Esta historia está basada en la Biblia Católica Romana y para los protestantes en los Apócrifos. Daniel es quizás el primer Sherlock Holmes, ya que también resolvió el misterio de la interpretación de la estatua. Margaret también utilizó una de las frases más mencionadas de Jesús en Mateo 23:27: ¡Ay de vosotros, escribas y fariseos, hipócritas! porque sois semejantes

a sepulcros blanqueados, que por fuera, a la verdad, se muestran hermosos, más por dentro están llenos de huesos de muertos y de toda inmundicia”.² (Reina-Valera 1960).

Para la novela llamada El Año del Diluvio, relacionada con la religión verde, por tanto, su relación con los animales y las plantas, Margaret utilizó la historia de la Creación, Noé y el Diluvio, el Salmo 104 y varias referencias de aves, ballenas, plantas, entre otros. Ella se refirió a La Biblia Verde (HarperCollins, 2011), que es una recopilación de las más de mil referencias sobre la tierra en la Biblia.

Estas son algunas de las historias que ella considera esenciales: La Creación, Caín y Abel, el Diluvio, el Éxodo de Egipto, José y sus hermanos y las consecuencias, Sansón y Dalila, el libro de Job, David y Betsabé, Salomón y la reina de Saba, el cautiverio en Babilonia, Jonás y la ballena.

Para el período cristiano recomienda que se lea el nacimiento, el ministerio, la crucifixión y resurrección de Jesús. Muchos escritores también se basan ahora en historias menos destacadas, especialmente las de las mujeres: por ejemplo, la historia de Dina, la de la hija de Jefté y la hija de David, Tamar, quien fue violada por su hermanastro.

Tarea

En su cuaderno, haga tres listas:

-Diez acontecimientos que podrían dar lugar a una historia. Estos no deben ser grandes: pueden ser cosas que le hayan ocurrido a usted o a alguien que conozca o cosas que haya leído en las noticias.

² Texto tomado de la Biblia Reina Valera, 1960.

-Diez personajes. Estos pueden ser personajes con los que ya haya trabajado, gente que haya visto pero con la que nunca ha hablado, o tal vez personajes históricos que le fascinan.

-Diez historias tipo "Legos": cuentos tradicionales, cuentos de hadas, mitos o tal vez historias familiares que le han transmitido. No es necesario detallarlos; solo mencione pocas palabras que resuman la historia.

Ahora escoja un elemento de cada lista: un acontecimiento, un personaje y elementos de una historia existente y comience una nueva historia. ¿Qué ocurre cuando se introduce un personaje de propia invención en un cuento popular muy tradicional? ¿Cómo permite su evento personal jugar con la esencia del cuento tradicional?

Si tiene una novela o una historia en la que está trabajando tenga a mano estas listas para cuando se sienta saturado. Algunas veces, un personaje no invitado o una narrativa externa tipo "Lego" puede iluminar o despejar el camino que vale la pena continuar en su historia.

Margaret Atwood

Capítulo cuatro

Estructurando su novela: Narraciones en capas y otras variaciones

"No es sólo una historia dentro de otra historia, es una historia dentro de otra historia dentro de otra historia. Así que es, de hecho, un trabajo de mucho cuidado. Y algunas personas siguen las pistas, mientras otras no".

Estructurando su novela: Narraciones en capas y otras variaciones

Subcapítulos

Encontrar la estructura toma tiempo

La narración del marco en Las mil y una noches

Capas narrativas en El asesino ciego

Empezar de forma sencilla

Análisis del capítulo

La estructura es la forma en que usted escoge para ordenar la historia. Se puede contar una historia de manera cronológica, de principio a fin. O puede empezar desde un momento en el futuro y retroceder en el tiempo para situar al lector. Margaret muestra las posibilidades estructurales al contar "Caperucita Roja" desde varios puntos de partida.

- Empezando en la mitad: "Estaba oscuro dentro del lobo. La abuela que había sido devorada entera no podía decir una palabra, porque estaba bastante sofocada y rodeada de piezas de pollo viejas y bolsas de plástico que el lobo había comido por equivocación".

- Empezando con una retrospectiva: "Cada vez que la abuela recordaba lo mal que lo había pasado dentro del lobo".

- Usando una estructura de novela policíaca: "Allí en el suelo yacía un cadáver, el del lobo, o dos, porque en algunas versiones la abuela no sale tan bien. ¿Qué ha causado este doble asesinato?"

Usando saltos en la cronología: "Poco podía saber Caperucita Roja que dentro de dos semanas estaría recordando uno de los acontecimientos más definitivos de su vida".

Hay diferentes opciones estructurales, pero debajo de estas, la trama, es decir, lo que sucede, sigue siendo la misma. Una estructura que incluye la trama en el misterio se refiere al enfoque "*Rashomon*", en la que una narración que varía entre múltiples puntos de vista lleva a que el lector se pregunte qué es lo que realmente sucedió. Su historia le enseñará qué estructura requiere, así que esté dispuesto a probar varias estructuras antes de encontrar la correcta.

El relato-marco de una estructura le permite contar muchas otras historias dentro de un argumento. Margaret sugiere la lectura de *Las mil y una noches*, un conjunto de cuentos originalmente no recopilados pero que se unieron en el cuento de Shahrazad, quien decide

acabar con la práctica del rey vengativo de asesinar a una nueva novia cada noche, ella le narra una cadena de historias de suspenso, pero él debía esperar hasta la mañana para conocer qué había sucedido.

La novela de Margaret, *El asesino ciego*, también es una historia con una trama compleja. Una anciana irritable narra su presente y pasado y debajo de esa trama se realiza una novela llamada *El asesino ciego*. En ella se presenta una historia narrada de un personaje a otro, y un conjunto de artículos de periódicos de ficción dan un contraste a estos temas particulares, un relato público de los eventos que se desarrollan en los otros tres eventos de la novela.

Margaret lo motiva a empezar con una simple estructura cronológica y al seguir avanzando, en variaciones más complejas. Ella menciona que descubrir la mejor estructura para su historia es un proceso directo, así mismo, se aprende viendo lo que otros han hecho a través de la lectura y escritura. Pruebe opciones por usted mismo.

Aprenda más

- Para un estudio profundo de la estructura narrativa y trama, lea el libro de Peter Brooks *Reading for the Plot* (1984).
- Vea al novelista Kurt Vonnegut discutir y graficar las formas de algunas historias universales.
- Vea *Rashomon* (1950), de Akira Kurosawa, una película que es conocida por el uso de múltiples perspectivas para desentrañar un misterio.
- Lea los primeros cuentos del libro *Las mil y una noches Una Noche*, que se reproducirá en las siguientes páginas. Note la rapidez con la que se produce la transición entre cada historia dentro de otra historia. ¿Cuál es el efecto de la calidad "entrelazada" de estas historias con su lectura? ¿De qué manera cada historia le mantiene atento a los otros eventos? ¿Qué beneficios podría un autor alcanzar con estas artimañas?

Tarea

- Piense en algunos de sus libros favoritos y por pocos minutos escriba en su diario sobre cómo están estructurados. ¿Qué opciones dio el autor para ajustar la historia? ¿Existen eventos narrativos perceptibles que complican o encaminan el sentido de su trama?

Un extracto de

Las mil y una noches³

Shahrazad, aun después de oído el relato de su padre, siguió en sus trece:

-No hay más remedio, padre.

El ministro entonces preparó a su hija a toda prisa y la llevó a palacio. Shahrazad, por su parte, le había ya recomendado a su hermana Duniazad lo siguiente:

-Cuando vaya adonde el rey, te mandaré llamar. Una vez que estés a mi lado y veas que el soberano ha satisfecho su necesidad conmigo, dime «Hermana, cuéntanos una historia maravillosa de las tuyas, que nos ayude a velar esta noche». Y yo te contaré una que, si Dios quiere, sea nuestra salvación.

Se presentó, pues, el ministro con su hija al rey. Este, al verla, se alegró y dijo:

-Veo que me has traído lo que me hace falta.

-Sí –respondió el padre de la joven.

Más tarde, cuando el rey quiso satisfacerse, Shahrazad se echó a llorar, y él le preguntó:

- ¿Qué te pasa?

-Sepa vuestra majestad-contestó-que tengo una hermana pequeña de quien me gustaría despedirme.

³ Texto tomado del libro Las mil y una noches 2ª edición 2018 (4 volúmenes corregidos) Estudio previo, traducción y notas de Salvador Peña Martín, Editorial Verbum, Madrid. Galardonado con el Premio Nacional a la Mejor Traducción correspondiente a 2017, derechos reservados del autor.

El rey mandó entonces por la hermana. Acudió esta, abrazó a Shahrazad y se sentó en el suelo, junto al lecho. Shahriar entonces desvirgó a la mayor. Cumplido lo cual, se sentaron los tres juntos, a conversar, y Duniyazad le dijo a Shahrazad:

- ¿Por qué no nos cuentas, hermana, haznos el favor, una historia que nos ayude a velar esta noche?

-De mil amores lo haría, si el rey me lo permitiese-respondió ella.

Cuando el rey, que estaba inquieto, oyó estas palabras, se alegró ante la perspectiva de oír una historia.

Y había caído ya la noche 1 cuando Shahrazad dijo:

-Tengo noticia, bienaventurado rey⁴, de que hubo un mercader a quien no faltaban capital ni negocios por todo el país. Un día tomó su montura y se puso en camino para cerrar un trato. Cuando el calor apretó, se sentó debajo de un árbol, echó mano de su avío y se comió un mendrugo de pan y un dátil. Cuando acabó de comerse el dátil, tiró el hueso, y de repente apareció un *ifrit* de gran estatura, que, espada en mano, se le acercó y le dijo: «Levántate para que te mate como tú has matado a mi hijo». El mercader le preguntó: «Cómo he podido yo matar a vuestro hijo?». «El hueso del dátil que te has comido le ha dado en el pecho, ocasionándole la muerte en ese mismo instante», repuso el *ifrit*. El mercader exclamó: «¡De Dios somos y a él volvemos! ¡No hay fuerza ni poder más que en Dios, el Sublime, el Grandioso! Si lo he matado, habrá sido por causa de una distracción mía, y os ruego que me perdonéis». El *yinn* repuso: «Pues te tengo que matar». Lo atrajo hacia sí, lo derribó y alzó la espada para matarlo. El mercader entonces se echó a llorar, exclamó: «¡A Dios confío mi destino!» y recitó:

«Tiempos hay arriesgados y seguros,

⁴ Comienza «El mercader y el ifrit»

y días, ora claros, ora oscuros.

A quien se queja, di, de lo imprevisto:

“No hagas nunca de menos al peligro”.

Si el viento, desatado un día sopla,

bosques enteros con su furia asola,

y, si mugre cubre la faz marina,

perlas hay esparcidas por sus simas.

Si el Tiempo de tu suerte se ha burlado

y del largo penar sufres los daños,

recuerda que al sol solo y a la luna,

de entre los astros, los eclipses nublan,

y, de las plantas, verdes sean o secas,

solo a las que dan frutos apedrean.

¡Bien hiciste al gozar de tus momentos

sin dejarte vencer por el recelo!»

Mientras el mercader acababa de recitar los versos, el *yinn* le dijo: «Abrevia, pues voy a matarte de cualquier modo». «Habéis de saber, mi señor *ifrit* –dijo el mercader-, que soy hombre endeudado, que tengo propiedades y capital, hijos, esposa y garantías de las que responder. Os ruego, pues, que me permitáis ir a mi casa; yo le daré a cada uno lo suyo y luego me comprometo solemnemente a volver a vos a primero de año, para que hagáis conmigo lo que os plazca. Y sea Dios garante de lo que digo». El *yinn*, con la certeza de que podía fiarse de él, le dejó marchar. Volvió entonces el mercader a su lugar, donde concluyó cuanto tenía pendiente y cumplió con sus compromisos. Les contó a su esposa e hijos lo que le había pasado; ellos

lloraron, y lo mismo hicieron todos sus parientes, así como sus otras mujeres y retoños. El mercader les dio consejos para el futuro y pasó con ellos lo que quedaba del año. Al cabo del cual, tomó su mortaja bajo el brazo y se dispuso a partir, muy a su pesar; no sin antes despedirse de su esposa, de sus vecinos y de toda su gente, que formaron gran griterío y alboroto a su alrededor. Se puso, pues, en camino y no paró hasta llegar al huerto donde había tenido lugar su encuentro con el *yinn*. Era el primer día del año nuevo. Y estaba el mercader allí sentado, llorando por su desgracia, cuando llegó a él un venerable anciano que traía una gacela encadenada. El recién llegado le dirigió al mercader el saludo de la paz, o sea, el *salam*⁵; le deseó larga vida y le preguntó: «¿Por qué estáis aquí sentado, solo, en este lugar que es refugio de *yinns*?». El mercader le contó su historia con el *ifrit*, y el de la gacela, muy admirado, le dijo: «No hay duda, amigo, de que sois hombre de sólidos principios religiosos, y vuestra historia, tan extraordinaria que, si a cada cual se la grabasen con una aguja en el interior del ojo, buena enseñanza le procuraría. Estoy resuelto a quedarme con vos –añadió, sentándose a su lado- hasta ver en qué acaba todo».

Y con él se quedó el anciano de la gacela, departiendo. A pesar de ello, el mercader, abrumado por su situación, se dejó llevar del miedo, de la pena y zozobra. En esto se acercó a ellos un segundo anciano, que venía con dos galgos de color negro, y, después de saludarlos, les preguntó por el motivo de que estuvieran sentados en aquel lugar, siendo como era refugio de *yinns*. Ellos le contaron todo, apenas se les había unido el de los galgos cuando se les acercó un tercer caminante, también de propecta edad, como los anteriores, que traía una mula torda. Los saludó, les preguntó por qué estaban allí sentados y ellos le contaron toda la historia, que

⁵ A lo largo de toda la obra son muy frecuentes las referencias a la fórmula árabe islámica de salutación o *salam*: *assalamu aléikum*, esto es, «la paz sea con vos (-otros)», cuyo uso u omisión puede ser muy significativo en determinadas ocasiones, como se irá viendo.

sería ocioso repetir ahora. Y en esto se levantó, en medio de aquel terreno, un gran torbellino, que comenzó a moverse hacia ellos. No tardó el polvo en disiparse, dejando al descubierto al mismo *yinn*, que volvía con la espada desnuda en la mano y echando chispas por los ojos. Llegó hasta donde ellos, se acercó al mercader y le ordenó: «Levántate para que te mate como tú mataste a mi hijo, la prenda de mis entrañas». Atribulado por esas palabras, el mercader se echó a llorar, y, con él, dejaron también oír sus lamentos sollozos los tres ancianos. Pero el primero de ellos –prosiguió Shahrazad-, el que venía con la gacela, recuperó la compostura, le besó la mano al *ifrit* y le dijo: «Escuchadme, mi señor *yinn*, qué digo, corona de los reyes de los *yinns*: si yo os contase mi historia con esta gacela, y os pareciese maravillosa, ¿me concederíais un tercio de la sangre de este mercader?». «Así se hará –repuso el *yinn* -: si me cuentas la historia y me parece maravillosa, te concederé un tercio de la sangre del mercader».

Pues sabed, señor *ifrit*,⁶ -dijo entonces el primer anciano-, que esta gacela es prima mía, hija del hermano de mi padre, de mi misma carne y sangre, pues; que la desposé siendo ella de tierna edad, y con ella viví unos treinta años sin que me hiciera padre. Tomé, por ello, una concubina, quien sí me dio un varón, que más parecía la luna llena, pues eran hermosos sus ojos, finas sus cejas y proporcionados todos sus miembros. El muchacho fue medrando hasta que cumplió los quince años. Un día me surgió, por causa de cierta operación comercial, un viaje a otra ciudad, y hacia allá partí. Mi prima, o sea, esta gacela, que había aprendido la magia y la hechicería desde niña, convirtió a mi hijo en un becerro y a su madre, la sierva, en una vaca, y se los entregó al pastor. Cuando volví, al cabo de la larga temporada que pasé viajando, pregunté por mi hijo y por la madre de este, y mi esposa me dijo: «Tu concubina ha muerto, y tu hijo ha huido, no sé a dónde».

⁶ Comienza la historia de «El primer anciano».

Durante un año –prosiguió el anciano de la gacela- estuve en mi casa, sin salir, con el corazón triste y los ojos llorosos, hasta que llegó la sagrada Fiesta del Sacrificio, y, con esa ocasión, mandé llamar al pastor y le encargué una vaca cebada. Él me la trajo, o sea, me trajo una vaca que era en realidad mi concubina, hechizada por esta gacela que aquí veis. Me arremangué, tomé el cuchillo y me apresté a degollarla, pero la vaca comenzó a chillar y a llorar con gran angustia. La solté, movido por la compasión, me levanté y ordené al pastor que la sacrificara por mí. Él entonces la degolló y la desolló, pero no encontró en ella grasa ni carne, sino solo piel y hueso. Me arrepentí entonces, ya demasiado tarde, de haberla matado, se la di al pastor y le dije que me trajese un ternero cebado. Él me trajo a mi hijo, convertido en ternero por encantamiento, el cual, nada más verme, rompió la cuerda, se frotó contra mí y se echó a llorar. Como aquello me conmovió, le dije al pastor: «Tráeme otra vaca y deja vivo este ternero». Entonces mi prima, o sea, esta gacela, me dijo a voces: «¡Cómo! ¡Tienes que degollarlo! Por fuerza has de matarlo este día tan señalado. ¿Es que no sabes que en la Fiesta Grande hay que sacrificar lo mejor? Y, este ternero es el más cebado y lustroso». «Pero piensa –repuse yo- en la vaca que acabo de degollar porque tú me lo dijiste... ¡Buena decepción nos hemos llevado! ¿Qué provecho hemos sacado de ella? Nada en absoluto, ¿verdad? ¡Ojalá no la hubiese degollado! Ahora no voy a consentir que me obligues a matar a este ternero». A lo que ella repuso: «¡Como que hay un solo Dios y como que es Clemente y Misericordioso, que has de degollarlo hoy, y, si no lo haces, dejaré de ser tu mujer, y tú mi marido!». Al oír estas palabras, cuyo verdadero propósito se me ocultaba, me volví hacia el ternero y le empuñé el cuchillo.

Pero, como Shahrazad notase que el nuevo día clareaba, interrumpió sus consentidas palabras, y su hermana exclamó:

- ¡Qué ameno es lo que cuentas, qué sugestivo y grato!

-No tanto –repuso ella-, ni mucho menos, como lo que os contaría la noche que viene si el rey me dejase vivir.

A lo que el rey dirigiéndose a sí mismo, dijo:

-De ningún modo pienso matarla, para poder oír lo que falta de la historia.

Se quedaron los tres dormidos y pasaron la noche abrazados. Ya de mañana, Shahriar fue a la sede de su gobierno, adonde acudió el ministro, con la mortaja para su hija bajo el brazo. El rey pasó el día resolviendo litigios a su ministro, quien, al cabo, se llevó una gran sorpresa. El consejo de gobierno, más tarde, concluyó su jornada cotidiana y el rey Shahriar volvió al palacio.

Y, cuando ya caía **la noche 2**, Duniyazad le dijo a su hermana Shahrazad:

-Acaba, hermana, la historia que nos estabas contando, la del mercader y el *yinn*.

-De mil amores la acabaré, si su majestad me concede su permiso –respondió ella.

-Puedes hablar, le dijo el rey.

-Tengo noticia –prosiguió, pues, Shahrazad...

Capítulo cinco

Quién dice la historia: Punto de vista

La escritura es una manera de grabar la voz humana

Quién dice la historia: Punto de vista

Subcapítulos

Escogiendo su punto de vista

Usted puede usar puntos de vista múltiples

Usted puede cambiar siempre su mente

¿Qué sabe su narrador?

Un ejercicio sobre punto de vista

Una forma de determinar qué estrategia de punto de vista a usar en su novela es preguntarse: ¿de quién es la voz que está contando la historia? ¿A quién y por qué se lo están contando? Estrategias de punto de vista habituales incluyen primera persona, tercera persona limitada, tercera persona omnisciente (en el cual un narrador que no es un personaje y que sabe más que los personajes transmite los acontecimientos al lector) y segunda persona (que está estructurada en torno al pronombre "tú o usted" y es menos común en una novela). No tiene que limitarse a un punto de vista a lo largo de la novela; algunas novelas pasan del primero al tercero o del primero al segundo. Deje que su material guíe su decisión.

La única forma de decidir la mejor estrategia del punto de vista para la novela es probar varias. Probablemente conozca la forma correcta para su historia porque la escritura comenzará a fluir más rápidamente y sentirá ese impulso.

Muchas novelas escritas en el siglo XIX se cuentan desde el punto de vista omnisciente. Cuando un lector conoce más del personaje, como en *Drácula* (1897) de Bram Stoker, genera suspenso porque el lector espera que el personaje se entere de lo que ya él sabe. Pero usted podría querer invertir ese equilibrio de conocimientos y hacer del narrador un personaje de la historia que sabe más que el lector. Agatha Christie usó la estrategia de primera persona para crear la narrativa irónica.

La estrategia del punto de vista está profundamente ligada a la historia que se quiere contar y orienta la forma en que esta se desenvuelve. Por lo tanto, no importa en qué punto del proceso de redacción esté, dedique algo de tiempo a pensar todos los riesgos y ventajas de las diferentes estrategias de punto de vista y considere quién en su historia puede ser el más apropiado para dirigir la narración.

Aprenda más

- Margaret señala a Drácula como un ejemplo de cómo el uso de múltiples puntos de vista en un libro puede crear suspenso en el lector. Léalo con la intención de conocer los efectos de estas opciones narrativas.

- Lea el comienzo de El asesino ciego, reproducido en las siguientes páginas. ¿Qué aprenderá del narrador "yo" (Iris) en este breve pasaje? ¿Cómo el relato de las acciones de Laura, frente a las noticias que le siguen, influyen en la comprensión de lo que ha sucedido? ¿Parece que Iris está ocultando algo?

- Estas son algunas de las recomendaciones de lectura de Margaret, anotando lo que debe tener en consideración:

En primera persona

- La isla del tesoro (1882) de Robert Louis Stevenson: Un modelo de narración limpia y clara de Jim Hawkins.

- Los viajes de Gulliver (1726) de Jonathan Swift: Un narrador sencillo que cuenta tonterías sin inmutarse.

- Cumbres borrascosas (1847) de Emily Brontë: Narraciones dentro de narraciones, pero todas relacionadas en primera persona. Se puede aprender mucho de cómo lo hizo ella.

- Jane Eyre (1847) de Charlotte Brontë: El Primer relato en primera persona cuenta la infancia y la juventud femenina.

- Ancho mar de los sargazos (1966) de Jean Rhys: La esposa loca de Jane Eyre da su opinión.

- El doctor Jekyll y el señor Hyde (1886), de Robert Louis Stevenson: Una sucesión de narraciones en primera persona nos acerca cada vez más al horror principal.

- Lolita (1955), de Vladimir Nabokov: Una complicada, y retorcida historia de un narrador.

- El Intocable (1997) de John Banville: Otro antagonista, ¡pero placentero! Un espía se deja llevar.
- Esperando a los bárbaros (1980) de J.M. Coetzee: La culpa y la pena no le salvan...
- Rebeca (1938) de Daphne du Maurier: un viaje al interior de la mente de una esposa tímida que está siendo engañada por muchos.
- El asesinato de Roger Ackroyd (1926) de Agatha Christie: El punto de vista narrado en primera persona crea una ironía narrativa.
- Otra vuelta de tuerca (1898) de Henry James: ¡Usted lo descubre!

Tercera persona

- Cualquiera de las obras de Jane Austen: ¡Tan capcioso y travieso!
- Madame Bovary (1856) de Gustave Flaubert: La tercera persona le permite ver al personaje de una manera que ella o él no pueden verse a sí mismos.
- La señora Dalloway (1925) y Al faro (1927) de Virginia Woolf: En ellos se muestra la corriente de conciencia en su máxima expresión.
- Retrato de una dama (1881) de Henry James y La casa de la alegría (1905) de Edith Wharton son estudios muy buenos en profundidad, así como narraciones apasionantes, si usted tiene la capacidad de seguir con la frase más larga del siglo XIX.
- El topo (1974) de John Le Carre: Excelente narración en tercera persona. Él aprendió mucho de la novela característica del siglo XIX.
- El ruido y la furia (1929) de William Faulkner: Un cuarteto de estilos narrativos que nos alejan cada vez más de la escena. La primera sección acerca, sin embargo, la segunda aleja el flujo de conciencia, pero todavía en primera persona. La tercera sección es narrada por Jason y en una historia cronológica. La cuarta sección es en tercera persona y aleja aún más, retrocedemos para ver a esta familia blanca que se desmorona desde el punto de vista de los sirvientes negros.

En una piel de un león (1987), de Michael Ondaatje: Esta es una trama muy compleja, pero la narración lo lleva de la A a la B y a la Z y se pueden seguir los puntos.

- El encantador de René Denfeld (2014): Este no es para los delicados, ya que se desarrolla en prisión, pero es muy convincente y compasivo.

Tarea

Piense en un evento que envuelva al menos tres personajes (Margaret recuerda que no todos tienen que ser humanos). Luego, en tres páginas o documentos diferentes, escriba sobre este evento desde los tres diferentes puntos de vista, trate ambos, primera y tercera persona (o segunda persona, si sus sentimientos son atrevidos). ¿Cómo el punto de vista cambia la historia? ¿Cuál es más natural? ¿Más convincente?

Si está trabajando en una novela o en un proyecto más largo aplique este ejercicio a la obra en proceso. Escoja un acontecimiento importante del libro en el que está trabajando ¿desde qué punto de vista escribió originalmente? En una página o documento en blanco, pruebe escribiendo sobre ese mismo acontecimiento desde el punto de vista de otro personaje; esfuércese por escribir todo el acontecimiento desde un punto de vista diferente. ¿Qué diferencias descubrió en la forma en que este personaje experimentó o en la forma de contar el suceso? ¿Cambió la forma de entender el evento a través de sus ojos? No se preocupe si este punto de vista no se encuentra en el borrador final; como dice Margaret, haga sus propias reglas y descarte el resto. Pero trate de mantenerse abierto a la forma en que se maneja la narración, se profundiza en un personaje diferente y complica su comprensión de los acontecimientos de tu historia.

Un extracto de

El asesino ciego⁷

El puente

Diez días después de terminar la guerra, mi hermana Laura se despeñó con el coche desde un puente en reparación: se llevó por delante la señal de peligro. El coche se precipitó unos treinta metros por el barranco, atravesó las mullidas copas de los árboles, cubiertos de hojas nuevas, y a continuación se incendió y rodó hasta el riachuelo del fondo. Sobre el coche cayeron varios cascotes del puente. De Laura no quedaron más que restos calcinados.

Del accidente me informó un policía: el coche era mío y habían comprobado la licencia. Su tono era respetuoso: sin duda había reconocido el nombre de Richard. Me dijo que probablemente los neumáticos hubiesen resbalado en las vías del tranvía, o que al coche le hubieran fallado los frenos, pero también se sintió obligado a comunicarme que dos testigos — un abogado retirado y el cajero de un banco, gente fiable— habían declarado haberlo visto todo. De acuerdo con su testimonio, Laura había dado un volantazo deliberado y había caído por el puente sin más sobresalto que si se hubiera bajado de la acera. Se habían fijado en las manos que sujetaban el volante porque llevaba guantes blancos.

No fueron los frenos, pensé. Tenía sus motivos. No se trataba de los mismos motivos que tienen todos los demás. En este sentido, era completamente inflexible.

—Supongo que quieren que alguien la identifique —dije—. Iré lo antes posible.

Percibí el tono calmo de mi propia voz, como si me llegara desde lejos. En realidad, apenas si podía pronunciar palabra; tenía la boca entumecida, la cara rígida de dolor. Me sentía

⁷ Texto tomado del libro *El asesino ciego* (Español) 14 Septiembre 2005 de Margaret Atwood (autora), María Dolores Udina Abello (Traducción) derechos reservados del autor.

como si hubiera ido al dentista. Estaba furiosa con Laura por lo que había hecho, pero también con el policía por insinuar que lo había hecho. Notaba alrededor de la cabeza un aire caliente que me erizaba los cabellos uno a uno, como cuando se vierte tinta en el agua.

—Me temo que se llevará a cabo una investigación, señora Griffen —anunció el policía.

—Naturalmente. Pero ha sido un accidente. Mi hermana nunca fue buena conductora.

Se me apareció la cara ligeramente ovalada de Laura, el cabello recogido en un moño perfecto, el vestido que debía de llevar en el momento de la caída: un camisero de cuello cerrado, de un color sobrio, penitenciario, azul marino, gris acero o verde de pasillo de hospital. El tipo de ropa que no se elige sino que una se encuentra metida en ella. Su solemne media sonrisa. Sus cejas enarcadas en una expresión de sorpresa, como si admirase el panorama.

Los guantes blancos: un gesto de Poncio Pilatos. Se lavaba las manos respecto de mí. De todos nosotros.

¿En qué debió de pensar cuando el coche saltó del puente, cuando quedó suspendido en la luz de la tarde, resplandeciente como una libélula en aquel instante de respiración contenida, antes de la caída en picado? En Alex, en Richard, en la mala fe, en nuestro padre y su ruina; acaso en Dios, y en su fatídica relación triangular. O en el montón de cuadernos de ejercicios escolares que debió de esconder aquella misma mañana en el cajón de la cómoda donde yo guardaba las medias, con el convencimiento de que los encontraría.

Cuando el policía se hubo ido, subí al piso de arriba para cambiarme. Para ir al depósito de cadáveres, necesitaba guantes y un sombrero con velo, algo que me tapase los ojos. Seguramente habría periodistas. Tenía que pedir un taxi. También debía llamar a Richard a su despacho: seguramente querría preparar una nota de pésame. Fui al vestidor; precisaba ropa negra y un pañuelo.

Abrí el cajón y vi los cuadernos. Quité la goma que los sujetaba. Noté que me castañeteaban los dientes y tenía todo el cuerpo helado. «Debe de ser la impresión», decidí.

Entonces me acordé de Reenie, de cuando éramos pequeñas. Era Reenie quien nos ponía tiritas en los arañazos, cortes y pequeñas lesiones; mi madre podía encontrarse descansando o haciendo buenas obras en otra parte, pero Reenie siempre estaba allí. Ella nos tomaba en brazos y nos sentaba en la mesa de formica blanca de la cocina, junto a la masa que estaba extendiendo, el pollo a medio cortar o el pescado a medio destripar, y nos daba un trozo de azúcar moreno para que nos callásemos. «Dime dónde te duele —decía—. Deja de berrear. Cálmate y dime dónde.»

Hay personas, empero, que son incapaces de decir dónde les duele. No pueden calmarse. Ni siquiera pueden dejar de berrear.

Margaret Atwood

Capítulo seis

Caso de estudio del punto de vista

“El basurero es tu amigo. Fue inventado para ti, por Dios”.

4.2 Translations from Spanish into English

The article shows the complex relationship between public policies, ecological distribution, risk⁸, and conflicts. All-around water consumption for humans in communities located in two indigenous territories in Puntarenas province: Alto Conte, in the Conteburica territory, Ujarrás, and Guanacaste in Ujarrás indigenous territory. This is based on the conceptualization of public

⁸ Anthony Giddens, et al., *Consecuencias perversas de la Modernidad [Perverse Consequences of Modernity]* (Barcelona, Spain: Antropos, 1996).

policies as responses (include the omission) of the political-administrative system to a situation considered unacceptable⁹, to which the market has not been able to provide an adequate response.¹⁰

Thus, the study begins with a historical approach to the condition of the indigenous territories. This is followed by a brief contextualization of the water resource situation on a national scale. Also, it will consider a description of the particular socio-natural context of each of the two indigenous territories. Subsequently, the study will reveal the relations between the public policies implemented by formal and non-formal institutions, which are involved in the water issue in each of the indigenous territories, and the conflicts around it. Water is recognized as a common good and a source of conflict in indigenous territories, due to its importance in all life aspects.

Historical approach to the territories understudy

Legislation has undergone a long and unfinished process on indigenous territories and the rights of Costa Rican indigenous peoples. Since 1939, through Ley General de Terrenos Baldíos [General Law of vacant lands]¹¹, Article 8, the Executive Power, at its convenience, imposed the delimitations of the first indigenous "reserves"¹². This was done to "protect" them from injustices and to conserve aboriginal populations. Subsequently, more than 30 years would pass to create new "advances" at the legislative level and to ensure the protection of the native

⁹ Joan Subirats, et al., *Análisis y gestión de políticas públicas [Analysis and public policies management]* (Barcelona, Spain: Editorial Ariel, 2008), 33.

¹⁰ Markets usually offer to those who have the capacity to consume, partial solutions to the dangers created by humanity. Water pumps, purification systems, and others. But exclude those who do not have the capacity to consume. Zygmunt Bauman, *La sociedad sitiada [The Society Under Siege]* (Buenos Aires, Argentina: Fondo de Cultura Económica, 2008), 244.

¹¹ "Article 8. The lands included in the two banks of the Banano River are also declared inalienable, ten kilometers upstream, in an extension of five hundred meters on each side. Protecting the sources that supply or may supply in the future the Limón pipeline. Likewise, it is declared inalienable and of exclusive property of the Indigenous people, a prudential zone at the discretion of the Executive Power in the places where there are tribes of these, in order to conserve our native race and to free them from future injustices. ". Law No. 13, Ley General de Terrenos Baldíos [General Law of Wastelands] (SCIJ, January 10th, 1939), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

¹² Mario Andrés López, et al., *Estrategias de vida en comunidades indígenas cabécares en Alto Chirripó, Costa Rica: Incidencia en el aprovechamiento y comercialización de productos forestales y agropecuarios [Life strategies in Cabecar indigenous communities in Alto Chirripo, Costa Rica: Impact on the use and marketing of forest and agricultural products.]*(Turrialba, Costa Rica: CATIE, 2006), 18. <https://books.google.co.kr/>.

peoples. As a result, the Comisión Nacional de Asuntos Indígenas (CONAI)¹³, the Ley Indígena [Indigenous Law] of 1977¹⁴ were created. Finally, the figure of Asociación de Desarrollo Integral Indígena (1982)¹⁵ established the creation of new institutions¹⁶ for the legal representation of the communities and administration of the territories.

Then, the most important advance would come in 1992 with approval of the Convention 169 International Labor Organization (ILO), through Law No. 7316¹⁷. It was due to the absence of national legislation more comprehensive and respectful on indigenous rights. For this reason, this convention has become the main support tool for the recovery of usurped lands within the territories. Furthermore, it is also the defense of their cultural practices.

Nevertheless, due to the absence of effective national legislation and law of indigenous autonomy, conflicts have also triggered between indigenous and non-indigenous on land recoveries. Therefore, this situation has caused aggressions and violent assassinations of indigenous leaders in two Costa Rican indigenous territories. The assassination of Sergio Rojas in Salitre's Bribri territory (2019) and Jehry Rivera in Terraba's Bröran territory (2020).

Finally, it is necessary to mention that two laws have been presented in the area of indigenous autonomy Legislative file No. 12032 Ley de Desarrollo Autónomo de los Pueblos Indígenas [Autonomous Development of Indigenous Peoples Law]¹⁸ (2005) and more recently Legislative File No. 14,352 Ley de Desarrollo Autónomo de los Pueblos Indígenas

¹³ Ibid., 18.

¹⁴ Law No. 6172, Ley indígena [Indigenous Law] (SCIJ, November 29th, 1977), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

¹⁵ Executive Decree 13 658, Representación legal de las Comunidades Indígenas por las Asociaciones Desarrollo y como Gobierno Local [Legal Representation of Indigenous Communities by Associations Development and as Local Government] (SCIJ, April 30th, 1982), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

¹⁶ It is clarified that previously the indigenous territories had different types of non-formal institutions in the neo-institutionalist sense, such as the councils of elders.

¹⁷ Mario Andrés López, et al., Estrategias de vida en comunidades indígenas cabécares en Alto Chirripó... [Life strategies in Cabecar indigenous communities in Alto Chirripó...], 19.

¹⁸ Ibid., 19.

[Autonomous Development of Indigenous Peoples Law]¹⁹ (2010). However, the Legislative Assembly has not approved those yet. Those laws pretend to recognize different forms of organization and development consistent with each indigenous peoples' culture.

Within this national context, it is necessary to know the history of the establishment of two indigenous territories under study, beginning with the Ujarrás' Cabecar indigenous territory. This territory was not initially created as an exclusive territory of the Cabecar community, its origin dates back to the creation of the "Ujarrás, Salitre, Cabagra" territory on January 5th, 1957²⁰. However, it took almost 30 years for the government to re-address issues in this territory, as it is shown in Executive Decree No. 5905-G, in the event of an emergency of land invasion by non-indigenous people. It includes this territory within the eight demarcated zones as indigenous "reserves" declared as a National Emergency Zone²¹. As it is mentioned in the decree "...the constant invasion of lands the indigenous people have suffered by non-indigenous people, with the consequent devastation of their territories, as well as the mistreatment and abandonment in which these indigenous compatriots have had to live"²².

However, the single reserve was split into three independent "reserves" until 1982, to solve legal conflicts generated by the identity differences of each people and culture. In accordance with Decree²³, the Instituto de Desarrollo Agrario (IDA) [Agrarian Development Institute] today Instituto de Desarrollo Rural (INDER) [Rural Development Institute] would divide the property deed of the Ujarrás-Salitre-Cabagra Indigenous Reserve into three deeds.

19 Bill n.º 14 352, Ley de Desarrollo Autónomo de los Pueblos Indígena [Law for the Autonomous Development of Indigenous Peoples], <http://proyectos.conare.ac.cr/asamblea/14352%203M137.pdf>.

20 Executive Decree No. 13 571, split the Ujarrás-Salitre-Cabagra Indigenous Reserve into the Cabécar de Ujarrás, Bribri de Salitre, and Bribri de Cabagra Indigenous Reserves (SCIJ, April 30th, 1982), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

21 This decree includes eight territories: Boruca, Térraba (counted as a single territory), Ujarrás - Salitre - Cabagra (also recognized as a single territory), China Kichá, Guatuso, Guaymi, Chirripó, Estrella and finally Talamanca. Executive Decree No. 5905-G, declares as National Emergency Zone the areas of the National territory included in the demarcations of the Indigenous Reserves Boruca-Térraba, Ujarrás - Salitre - Cabagra, China Kichá, Guatuso, Guaymi, Chirripó, Estrella, Talamanca (SCIJ, March 26th, 1976), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

22 Ibid.

23 Executive Decree No. 13571 divides the Ujarrás-Salitre-Cabagra Indigenous Reserve into the Cabécar de Ujarrás, Bribri de Salitre and Bribri de Cabagra Indigenous Reserves (SCIJ, April 30th, 1982), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

Whereas the Guaymí Conte Burica territory was created later by the Ley Indígena No. 6 172 [Indigenous Law]. This territory was called initially "Burica Indigenous Reserve"²⁴.

Research methodology

This analysis is based on an interpretative paradigm that emphasizes the relationship between public policies, indigenous territories, and water. Moreover, it considers the premise that water is a fundamental element for human consumption, indigenous people's quality of life, and the full enjoyment of their rights. It also recognizes that water is threatened by multiple factors. It could be mentioned climate change, population growth, deforestation, land usurpation, changes in land use, forest fires, and state neglect.

Therefore, the analysis is based on a bibliographic review of primary and secondary sources. Primary sources include laws, decrees, data collected through discussions, and two workshops. The latter conducted within the framework of the ongoing research project "Gestión social del agua en los territorios indígenas desde la sociología visual. Casos seleccionados en las provincias de Puntarenas y Limón" [Social management of water in indigenous territories from the visual sociology. Cases selected in Puntarenas and Limón provinces]. This project was developed in the institutional framework of the Sociology School in the Universidad de Costa Rica. Pseudonyms will be used to fulfill the stipulated in the consent approved by the Comité Ético Científico of the same university. These to quote the transcripts of the results of the workshops and discussions of the research project.

24 Executive Decree No. 8514, changes the name of the Burica Indigenous Reserve to Guaymí de Conte-Burica Indigenous Reserve. Currently Guaymí de Conteburica Indigenous Reserve. Annexed Guaymí de Abrojos-Montezuma. Currently Guaymí de Abrojo de Montezuma Indigenous Reserve (SCIJ, May 2nd, 2009). (SCIJ, May 2nd, 1978). <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

Brief context of the national water resource

Costa Rica has historically carried out actions to regulate natural resources. However, in terms of water resources, the State has always opted commercially to regulate nature²⁵. Since 1980, the country began to reduce the investment in water supply infrastructure. This affected works in the national periphery, including indigenous communities²⁶. Despite this, by 2018, a report of the Instituto Costarricense de Acueductos y Alcantarillados (AyA) 92.4% of the Costa Rican population receives drinking quality water. The residual 7.6% of the population does not have access to it. They are supplied by unprotected streams and wells, or by one of the 557 rural aqueducts that do not supply drinking water²⁷. It is worth pointing out that Puntarenas was the second-highest amount of population supplied with non-potable water in rural areas (52 906 people). This category includes the areas of the indigenous territories under study²⁸.

On one side, these data expose the State's public policy concerned about drinking water supply for the majority of the country's population; on the other hand, these also show the application of a public policy of state inaction in the remaining 7.6% of the population, through the omission as a form of public policy. The State justifies its lack of action by the lack of resources to finance potable water supply works through a pipeline and the lack of availability of water sources.

The above, always on the understanding of conceptualizing public policies as actions of the political-administrative system to a public problem that the market has not been able to

25 Felipe Alpízar, *¿Democracia ecológica? Las instituciones, la participación política y las contiendas por el agua en Costa Rica* [Ecological Democracy? Institutions, political participation and contests over water in Costa Rica (1821-2010)] (Doctoral Thesis, Universidad Complutense de Madrid, 2013), 154.

26 Ana Lucía Mora González, *La transformación del aparato productivo de la comunidad fronteriza de Los Pilares de Coto Brus y su impacto en el agua para consumo humano (1980-2010)* [Transformation of the productive system of the border community Los Pilares de Coto Brus and its impact on water for human consumption (1980-2010)] (Academic Master's degree in Sociology Thesis, Universidad de Costa Rica [University of Costa Rica], 2017), 207.

27 Darnier Mora and Felipe Portuguez, *Agua para consumo humano por provincias y saneamiento por regiones manejados en forma segura en zonas urbanas y rurales de Costa Rica al 2018*. [Water for human consumption by province and sanitation by region safely managed in urban and rural areas in Costa Rica, 2018], 7, <https://www.aya.go.cr/Noticias/Documents/>.

28 Ibid, 13.

solve²⁹. Related to the previous, there is the recognition that the action or omission manifested in public policies is related to socio-economic and territorial differences. Besides, these imply ecological distribution problems³⁰ and lead to inequitable distributions of risks and, therefore, danger³¹. This pattern is closely repeated in the case studies.

However, since 2010, this situation has shown slight changes due to the country's commitment to fulfilling the establishment of the United Nations General Assembly³² resolution 64/292³³. As a result, AyA, as the leading institution for water supply, has carried out different actions to honor this national commitment that was acquired by the resolution. The actions that the institution has taken in the two case studies will be presented below.

Ujarrás and Conte Burica indigenous territories socio-natural context

With the goal of contextualizing the main social, geographic, and cultural characteristics of the territories where the communities under study are located, the following is presented.

The Indigenous territory of Ujarrás social, cultural, and geographic characteristics

Ujarrás indigenous territory is the only Cabecar area located in Buenos Aires canton, in Puntarenas province. It has an official extension of 19,040 hectares. A population by 2011 of 1,119 indigenous people. They are distributed in 344 households and 11 communities in the interior, which creates a population density of 6.5 inhabitants per square kilometer³⁴. These

29 Zygmunt Bauman, *The besieged society...*, 244.

30 Rafael Cartagena, *Metabolismo socio natural y conflictos ambientales en Costa Rica y El Salvador, 1992-2007*. [Socio-natural metabolism and environmental conflicts in Costa Rica and El Salvador, 1992-2007] (Social Sciences Doctoral Thesis, FLACSO, 2009).

31 Giddens, et al., *Perverse Consequences of Modernity...*, 7 and 24.

32 These changes include the expansion of Article 50 of the Political Constitution to recognize the human right to potable water as part of the right to a healthy life. Law No. 9849, Addition of a paragraph to Article 50 and a transitory paragraph to title XVIII [18], Single Chapter, Transitory Provisions, of the Political Constitution, to recognize and guarantee the human right of access to water (La Gaceta, May 20th, 2020) https://www.imprentanacional.go.cr/pub/2020/07/02/COMP_02_07_2020.pdf#page=2.

33 This resolution establishes access to safe potable water and sanitation as an essential human right for life and the enjoyment of it. Inviting States and international organizations to provide financial resources and increase the capacity, and technology transfer through assistance. United Nations General Assembly, "Resolution 64/292. The human right to water and sanitation, United Nations, August 3rd, 2010, accessed September 20th, 2013, http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/64/292&Lang=S.

34 Instituto Nacional de Estadísticas y Censos, *Territorios Indígenas: Principales indicadores demográficos y socioeconómicos del X Censo Nacional de Población y VI de Vivienda* [Indigenous Territories: Main Demographic and Socioeconomic Indicators of the 10th National Population Census and 6th Housing Census], 34, https://www.uned.ac.cr/extension/images/ifcmdl/02._Censo_2011._Territorios_Indigenas.pdf.

communities are Santa María, Santa Cruz de Santa María, Durika, El Carmen, La Piedra, Palmital, San Antonio, San Vicente, Santa Rosa, Ujarrás and Guanacaste³⁵.

Of those 344 households, 80.5% had at least one unmet basic need (UBN) by 2011. This refers to dissatisfaction or inaccessibility to one of four dimensions. First, access to decent shelter (the quality of housing, overcrowding). Second, access to a healthy life (physical and sanitary infrastructure). Third, access to knowledge (school attendance and school achievement). Last, access to other goods and services (consumption capacity)³⁶.

The previous is associated with the low occupancy rate in the territory. It was around 33% in 2011. Of those, 80.3% were in the primary sector, and of this percentage, only 17.9% had social security as salaried or self-employed workers. The above evidenced a high unemployment rate of 64.9%³⁷ and low-wage employment in the occupancy population. It had an impact on high rates of poverty and dependence on State social assistance.

As a result, by 2011, 74.7% of the total population had State health insurance and only 7% did not have it. The remaining percentage had insurance as employee, self-employed, pension, family insurance, or belong to the non-contributory system³⁸. Besides the fact of the predominance of social welfare housing provided by the Costa Rican State. This has pushed the loss of original housing with dirt floors surrounded by reeds of the *Bambusoideae* [Bamboo] subfamily.

Consequently, it is not surprising, that in Ujarrás in 2011, 66.3% of the 344 households were engaged in at least one agricultural activity. Although 15.4% were engaged in crops only 42.4% owned a plot of land or farm³⁹.

35 Ibid., 32.

36 Ibid., 47.

37 Ibid., 43.

38 Ibid., 39.

39 Ibid., 45.

According to the 2011 survey, although several people in the community may be fluent in several indigenous languages such as Bribri⁴⁰ just 71.4% of the population spoke the Cabecar language.

In terms of schooling, the territory had a literacy rate of 85.9%. The level of educational lags was at least 39.2% and only 8% of the population had a computer⁴¹. However, access to the Internet and telephony is still restricted. That is because there is no signal in most of the territory, except in a few very specific points.

Regarding the age distribution of the population, by 2011, it was composed of 36% of people between 0 and 14 years of age. Furthermore, there were 57.5% people between 15 and 64 years, and 6.5% over 65 years of age⁴².

In Ujarrás, the Ceibo River is the main river that crosses the territory. In 2017, it increased its flow significantly due to the intense rainfall between October 4th and 5th due to Nate⁴³ and caused the isolation of Guanacaste. Also, the destruction of roads, homes, and farms in the center of the indigenous territory of Ujarrás, moreover, the activation of landslides in the mountains near the alluvial plain where Ujarrás center is located.

This territory has, as a particular characteristic, the preference of its main population (in Ujarrás center) to live and build communal infrastructure near the river, which increases its vulnerability to the threat of extraordinary floods. This may be due to several hypothetical

40 Ibid., 35

41 Ibid., 42

42 Ibid., 35

43 Tropical storm number 42 (named Nate) formed off the Caribbean coast of Costa Rica and caused one of the largest natural disasters at the national level. This was due to the extraordinary intensity of its rains and winds. It resulted in floods, landslides, economic losses (infrastructure, crops, houses, industries, and national businesses). Furthermore, it caused high number of evacuated, affected, and dead people, particularly in the South Pacific and North Pacific regions.

Daniela Cerdas, "Tormenta Nate dejó daños al país por al menos \$385 millones" [Storm Nate left at least \$385 million in damages to the country], *La Nación*, October 29th, 2017, <https://www.nacion.com/el-pais/gobierno/tormenta-nate-dejo-danos-al-pais-por-al-menos-385-millones/TJ2AMESTO5F4THPWRLPLKQRZ6Q/story/>; Pedro Pablo G. May, «"Nate" muestra la necesidad urgente de adaptarse al cambio climático» ["Nate" shows urgent need to adapt to climate change], *elPeriodico*, October 10th, 2017,

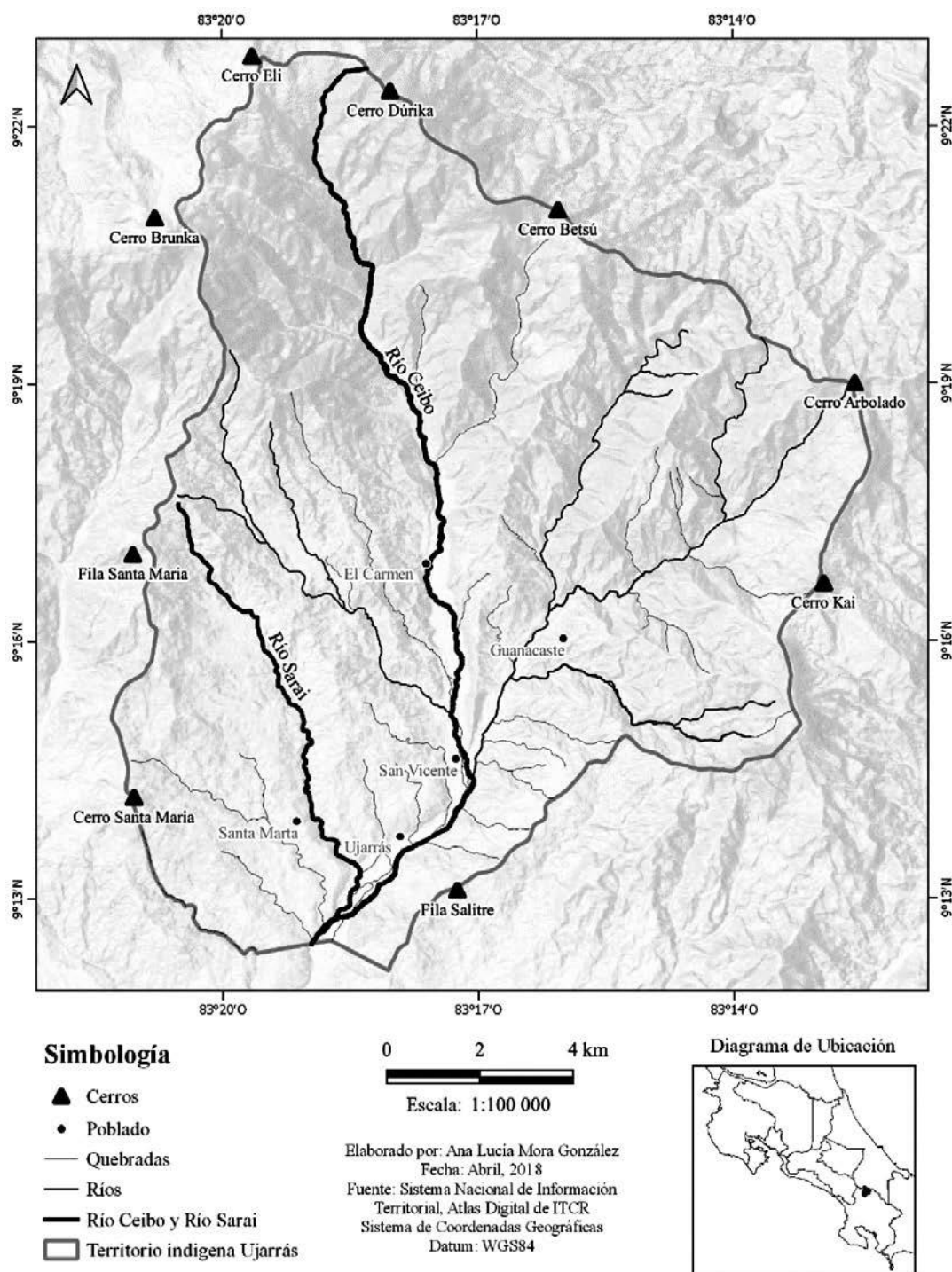
<https://www.elperiodico.com/en/society/20171010/nate-shows-the-urgent-need-to-adapt-to-climate-change.6343013>; Ana Lucía Mora González, "Los impactos paisajísticos de la tormenta tropical Nate en el territorio indígena de Ujarrás, Buenos Aires, Puntarenas" [The landscape impacts of tropical storm Nate on the indigenous territory of Ujarrás, Buenos Aires, Puntarenas.] (Presentation at the Congrès 2018 de l'ACÉLAC, May 16th, 2018).

factors such as culture, the preference to build on flat grounds (because the center of the territory is located on a floodplain). However, there are also possible causes as the limitation of access to land, due to the usurpation of the high and safe parts (savannahs) of the territory by non-indigenous groups. Indeed, they have occupied the territory for cattle ranching activities. Moreover, the process of acculturation created a preference for living close to the main road due to the water and electricity supply. Although it is located in an at-risk zone.

Additionally, this territory has the main problem of scarcity of water sources for human consumption, due to contamination and deforestation. It has also limited communication routes, since there are few, and the existing ones are in regular or bad condition. Particularly, in Guanacaste, where vehicular access is only possible in dry season through a ford and the rest of the year it is through a hammock bridge in poor condition.

At the geographic level, the spatial delimitation of the indigenous territory of Ujarrás was made on the nine natural boundaries that surround the territory. Those form the Ceibo River basin and its water network. The latter refers to Durika Hill, Betsu hill, Eli hill, Brunka hill, Arbolado hill, Cerro Kay and Cerro Santa María, Fila Santa María and Fila Salitre (see map 1).

Map 1. Water network and natural boundaries of the Ujarrás territory.



Source: Sistema Nacional de Información Territorial (SNIT) y Basemap , Arc Map.

It is important to mention that the Ceibo River begins in the upper part of the basin of the Ujarrás indigenous territory. As it advances along its course it is fed by 26 affluents. Those

start within the same basin and consist of nine rivers Skra River, Sarai River, Kuiye River, Kori River, Dlori River, Dlekari River, Dioru River, Chubugray River, Chubugre River. Also, it is served for sixteen streams called Yursuk, Ururi, Tirgra, Pirgu Kriku, Palmarea, Ojoche, Koronopo, Kilari, Jakbarari, Duruga, Dorora, Ditsiri, Bapori Sikri, and Badilla.

At the biogeographical level, the Ceibo river basin is dominated by natural savannah with grasses. Although they are already altered by the cattle activity of non-indigenous usurper groups. In some areas near the water network, small fragments of semi-deciduous forest are preserved. It presents species such as guanacastes (*enterolobium cyclocarpum*), Cedro María (*Calophyllum brasiliense*), sotacaballos (*Zygia longifolia*), indio pelado (*Bursera simaruba*), mayo colorado (*Vochysia ferrugine*), among others.

Mayusuculas de nombre propio

Conte Burica Indigenous territory social, cultural, and geographic characteristics

Conte Burica indigenous territory is located in Golfito and Corredores cantons. It is one of the five Ngöbe or Guaymi territories located in Puntarenas. The territory has an official area of 11,910 hectares. Likewise, it has a population of 1,144 indigenous people by 2011 and its density of 14.8 inhabitants per square kilometer⁴⁴, which are distributed among 429 households and 7 communities in the interior of Altamira, Alto Conte, El Progreso, Vista Dulce, La Vaca, Las Vegas, and Los Plancitos.

Of those 429 households, 82.1% had at least one unmet basic need (UBN) in 2011. It refers to a lack of satisfaction or inaccessibility to one of the four dimensions mentioned before. First, access to decent shelter (the quality of housing, overcrowding). Second, access to a

44 Instituto Nacional de Estadísticas y Censos, Territorios Indígenas: Principales indicadores demográficos y socioeconómicos del X Censo Nacional de Población y VI de Vivienda [Indigenous Territories: Main Demographic and Socioeconomic Indicators of the 10th National Population Census and 6th Housing Census], 34, https://www.uned.ac.cr/extension/images/ifcmdl/02._Censo_2011._Territorios_Indigenas.pdf.

healthy life (physical and sanitary infrastructure). Third, access to knowledge (school attendance and school achievement). Last, access to other goods and services (consumption capacity)⁴⁵.

The latter is associated with the low occupancy rate in the territory. In 2011, it stood at 27.2%, of which 52.6% were in the primary sector. Related to this percentage, only 42.2% were in the secondary sector. Only 42.5% had social security as employees or self-employed workers. This showed a high unemployment rate of 71.4%⁴⁶ and low-paying jobs in the employed population. This has led to poverty rates. This population do not always receive state social assistance, due to two factors. First the difficult access to the territory and second, the cross-border dimensions of its population.

As a result, by 2011, 23.1% of the total population had insurance, 47.8% did not have social security. The remaining percentage had insurance because they are salaried, self-employed, have a pension, family insurance, or belong to the non-contributory regime⁴⁷. Contrary to the previous case, the State has not intervened in the construction of social welfare housing yet. That means the original wooden construction is still preserved. Schools and health centers have been built with the prefabricated model and the consequent alteration of the original landscape.

Due to the above, it is not surprising that in Conte Burica, 429 households of the existing in 2011, 58.3% stated that they carried out at least one agricultural activity. Only 12.1% cultivated crops in the last year and 37.8% stated that they owned a plot or farm of their own. However, based on the research experience, it is possible to suspect there could be more households that carry out subsistence farming activities. Since their inhabitants have a lack of

45 *Ibid.*, 47.

46 *Ibid.*, 43.

47 *Ibid.*, 39.

economic income and communication routes that favor the supply of food. According to the 2011 census, 67.3% of the population spoke Ngöbe or Guaymí. In terms of education, the territory had a 92.5% literacy rate. The educational lag rate at least 37.5%. Only 15.2% of the population had a computer⁴⁸. However, similarly to Ujarrás, in their condition of exclusion from internet and telephony access on a large area of the territory. In addition, there is a lack of electricity in several communities.

About the population age distribution, by 2011, it was composed of 39.1% people between 0 and 14 years of age, 57.5% among 15 and 64, and 3.4% over 65 years of age⁴⁹.

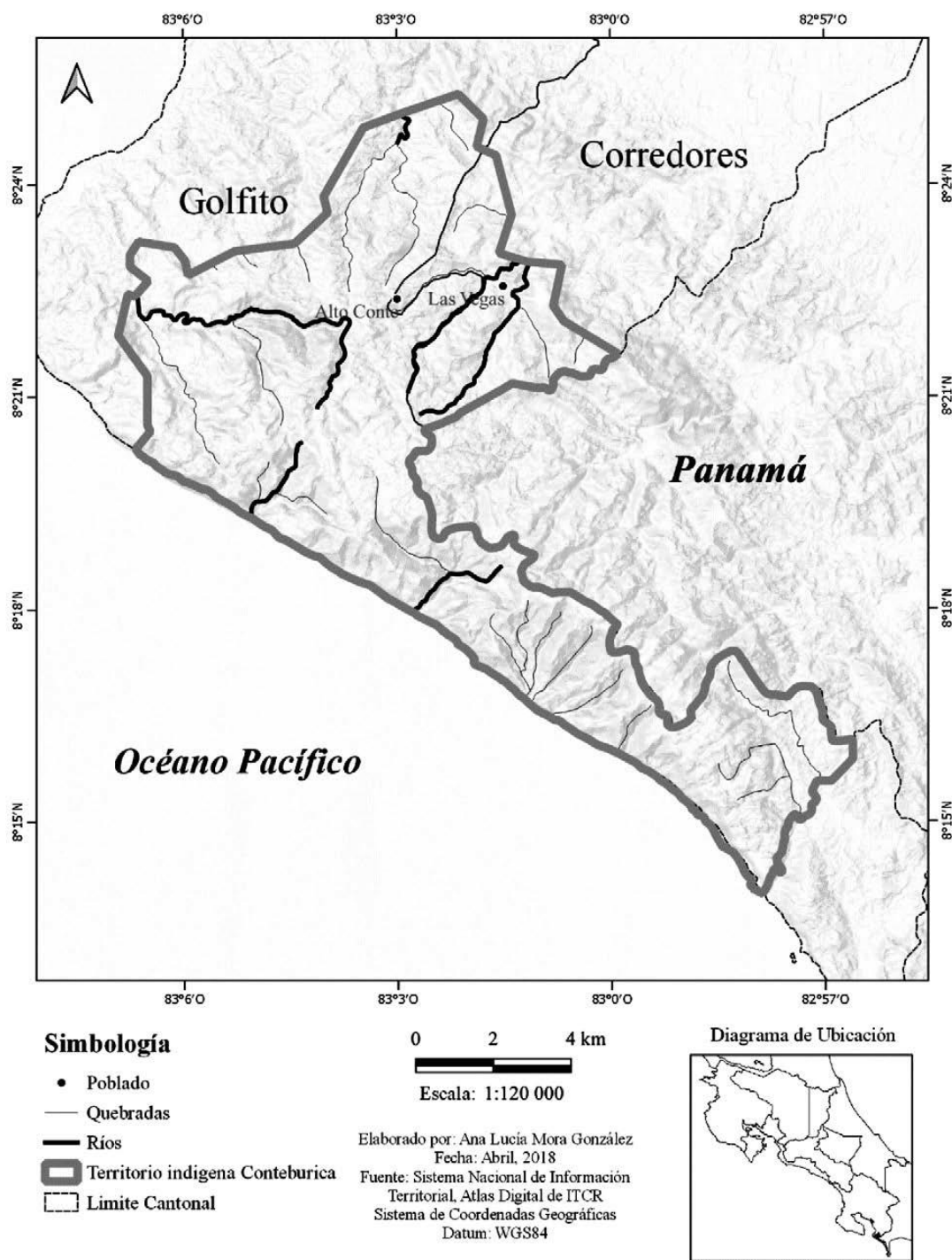
As a particular characteristic, this territory has the preference of its population to live and build communal infrastructure far from risk zones and high areas to avoid flooding. However, problems of land usurpation and deforestation persist by non-indigenous people. In the same way, the main problems are the lack of access roads or the poor condition of the few communication routes within the territory. Likewise, contamination and scarcity of water sources for human consumption, especially in the case of the community of Alto Conte, due to its location in the higher elevations of the rugged terrain.

At the geographic level, if the indigenous territory of Conte Burica is analyzed, its spatial delimitation was carried out from mountains slopes of the Burica peninsula and probably following part of the ancestral conformation of the people. It means that the territory shared Golfito and Corredores cantons, which belong to Puntarenas and are close to Panamá's border, where Ngöbe or Guaymí communities are also located (see map 2).

48 *Ibíd.*, 42.

49 *Ibíd.*, 35.

Map 2. Water network and natural boundaries of the Conteburica indigenous territory.



Source: Sistema Nacional de Información Territorial (SNIT) y Basemap, Arc Map.

According to Bergoeing, geomorphologically, ConteBurica is composed of igneous rocks of the Cretaceous Nicoya's complex. It interchanged "with sedimentary series,

monotonous, of the Puerto Armuelles formation”⁵⁰ of the Lower Pleistocene and landscape. The latter is a group of elevations from where small water networks originate, some of which flow into the Pacific Ocean. For this reason, relief becomes another factor that hinders the supply of drinking water due to gravity, since the settlements are located on the "highlands". In contrast, the permanent streams are located in bottoms⁵¹.

Likewise, at the biogeographic level, there is a predominance of mature forests with species of very humid tropical forest. It includes creepers, large trees with species such as sotacaballos (*Zygia longifolia*), mayo colorado (*Vochysia ferrugine*), among others⁵².

Public policies and conflicts associated with water for human consumption: some findings

This section covers the public policies implemented by different institutions in the communities under study and their related conflicts. For this reason, it is necessary to clarify that the term institution will be used from the conceptual approach of the New Institutionalism current, as this approach recognizes as institutions multiple entities⁵³. These entities have as a common characteristic "...possessing and being instruments of regulation and reproduction of the behavior patterns of the actors in the different aspects of people's lives"⁵⁴. At the same time, these can be classified into two types, formal and no formal. Normative frameworks (laws, regulations, contracts) govern the first one, meanwhile, the second are regulated more by codes of conduct and sociocultural behavior⁵⁵.

50 Jean Pierre Bergoing, *Geomorfología del Costa Rica [Geomorphologic of Costa Rica]* (San José, Costa Rica: Instituto Geográfico Nacional, 1998), 350.

51 Also, it must be considered that some potential water sources are exposed to potential contamination due to latrines and septic tanks. It is due to the severity and location of the population with respect to water sources.

52 Rodrigo Quesada, "Los Bosques de Costa Rica" [Forest of Costa Rica] (presentation in the 9th Congreso Nacional de Ciencias, Instituto Tecnológico de Costa Rica, Cartago, 2007), 9, <http://www.cientec.or.cr/exploraciones/ponencias2007/RupertoQuesada.pdf>.

53 This includes institutions such as companies, families, voluntary associations, national governments, international regimes, others. Elinor Ostrom, "Institutional Rational Choice. An Assessment of the Institutional Analysis and Development Framework", in: *Theories of the Policy Process*, (ed. Paul Sabatier) (Colorado, Estados Unidos: Westview Press, 2007), 22.

54 Mora González, "La transformación del aparato productivo..." [Transformation of the productive system...], 40.

55 *Ibid.*, 40.

Formal institutions include Instituto Costarricense de Acueductos y Alcantarillados (AyA)⁵⁶ and Asociaciones de Desarrollo Integral Indígena (ADI)⁵⁷. Since they are the formal institutions with legal identity and regulatory frameworks. There are non-formal institutions, family organizations that coordinate and join efforts to supply water based on blood ties or friendship.

Alto Conte, Conte Burica Indigenous Territory

People who have lived in the community for the longest period stated that despite the absence of pipes, approximately more than half a century ago, there were no problems of water shortages for human consumption. It happened through the discussion on May 30th, 2019, and the workshop held on January 25th, 2020, in the community of Alto Conte. It was related to the framework of the research project "«Gestión social del agua en los territorios indígenas desde la sociología visual. Casos seleccionados en las provincias de Puntarenas y Limón» [Social management of water in indigenous territories from the visual sociology. Selected cases in the provinces of Puntarenas and Limón]. The above recalled that there were abundant springs and sources, and less population than at present. It guaranteed possibilities of supply, despite the decreases due to the dry season. Such as Espinoza points out who in January had already completed 64 turns around the sun:

“Well, in my case, when I was about 15 years old, here there was enough water. Although, we never have or had drinking water as you say. We always went or go to the creek or springs, as we say to find water, but there was no shortage of water, there was enough. Over the years, as

⁵⁶ From this point on, mentioned as AyA.

⁵⁷ From this point on, mentioned as ADI.

the population has been increasing, it has been the cause, there are more people so the water is no longer sufficient⁵⁸”.

However, in the late 1980s and early 1990s difficulties began to manifest in water access for consumption, which obliges, for the first time, the construction of a gravity aqueduct for the community. It has approximately 20 intakes. According to Espinoza, this aqueduct was built by a non-governmental organization (NGO) and at one time supplied the community satisfactorily. However, according to Castro, the aqueduct is currently exceeded. Since 2019 there were approximately 60 families, while the aqueduct only supplies approximately 15 families and 6 institutions, a total of 21 beneficiaries⁵⁹.

Officially, the problem of water deficiency for human consumption started 20 years ago. It had intensified as the community's population, and public services (school, EBAIS [Equipos Básicos de Atención Integral en Salud]) had increased. Proportionally, it had caused contamination and changes in land use, affecting the already limited water sources near the community.

Espinoza also mentioned the deterioration caused by climate change, which he identified mainly through the prolongation of the dry season and its respective impact on seasonally and permanent springs and streams (permanent springs decrease)⁶⁰.

As a result, both Castro and Espinoza commented that the current aqueduct is overloaded due to the supply of more houses than its original capacity. It forces many families to complement their family's water supply in the dry season by the use of available streams in their

58 “Espinoza”, interviewed by Ana Mora González y Allen Cordero, January 25th, 2020, Workshop on Social Water Management in Conteburica Indigenous Territory.

59 “Castro”, interviewed by Ana Lucía Mora González, May 31st, 2019. Presentation with residents of Alto Conte.

60 “Espinoza”, interviewed by Ana Mora González y Allen Cordero, May 31st, 2019. Presentation with residents of Alto Conte.

lands. Also, other families are excluded and have to return to the previous form of supply (a stream or spring in which suitability for consumption is unknown or questionable).

At this point, the first dispute arises. Although the state has made improvements in educational and sanitary infrastructure, through the expansion of public services, it has not taken into account the sanitary risks implied by the absence of potable water. When he was asked about this particularity, Castro reacted and explained that the issue of water for human consumption has been a fight. He said that not long ago a legal struggle was won. It obliged the State, through a study carried out using a consultancy firm, to identify water sources and design an aqueduct of approximately 110 intakes⁶¹. This consultancy generated the identification of sources five or six kilometers from the community and the construction cost was estimated at 350 000 000 Costa Rican Colones. AyA has not said yet whether it will provide the amount, much less the startup date of the work.

Regarding this situation, Espinoza stated:

“AyA designed the project thinking about it, that at least the neighborhood of Alto Conte is supplied, this was about 2 years ago and water has not been seen yet. The AyA came, we realized that there was a meeting and we went there. They told us that they would start working in March. I didn't say this to them but they tell us almost every year the same and so far nothing has been seen yet. They come to reassure us saying that they are going to start. We would like someone to come and help us with this situation⁶²”.

Moreover, added to this is an endogenous conflict, which consists of the fact that an indigenous person pretends to receive an economic amount for ceding the land. The purpose of

61 “Castro”, interviewed by Ana Lucía Mora González, may 31th, 2019. Presentation with residents of Alto Conte.

62 “Espinoza”, interviewed by Ana Mora González y Allen Cordero, January 25th, 2020, Workshop on Social Water Management in Conteburica Indigenous Territory.

the foregoing to build the new aqueduct, and allow the use of the water for the future aqueduct designed by AyA. As Castro explained in the workshop:

“We went with the engineer to see those springs and there are three springs on the same property. Those are approximately 3 kilometers away and the level reaches here. It goes up here to the school. The idea was to bring it there to the project so that the pumps would pull it and lift it. However, the man said, "sure, that's fine, but ADI has to give me 25 million [Costa Rican Colones]”.

The problem is that I told one person that he wanted 25 million [Costa Rican Colones] but in one payment, in cash (one after another). We would have to sign a paper because people are very smart, one day they are asking for 25 million, and the next day they are asking for 25 more. The problem then is that I was telling the ADI and then I said that I did not want any problems, and the information leaked. The government said that water was a vital resource for whoever needs it. So ADI can perfectly decide because ADI has the deeds. The AyA can't get involved but ADI can do it because it is the legal representative of the territory⁶³”.

In other words, this is a conflict over the appropriation by an indigenous person of the territory that contains resources of use and common benefit for the community. This is based on the understanding that the indigenous territories are the collective property of the indigenous community. Also, they do not have private properties (formally recognized beyond the common internal agreements). In fact, each one constitutes a single public deed. It could be considered, in turn, as a space with resources for common use⁶⁴. In this way, the indigenous "owner" would be committing not only an appropriation of a common water resource but also ignoring the Ley

63 “Castro”, interviewed by Ana Mora González y Allen Cordero, January 25th, 2020, Workshop on Social Water Management in Conteburica Indigenous Territory.

64 Elinor Ostrom, *El gobierno de los bienes comunes: la evolución de las instituciones de acción colectiva* [The governance of the commons: the evolution of collective action institutions.] (México, D.F.: UNAM, CRIM y FCE, 2000).

de Aguas [Water Law] No. 276, which recognizes water sources as a public domain property⁶⁵. Likewise, the possibility that ADI could buy it is quite improbable because the resources requested by that person are not available⁶⁶.

On the other hand, despite these difficulties, it deprives a pessimistic sense of reality, since the people of the community understand that the distribution of resources for infrastructure depends on the priorities of the AyA. Likewise, it relies on power relations and the ecological distribution of the context. They know they are placed in the last positions. Evidence of this was the case commented by Castro in the discussion. He mentioned that to another community in the Conte Burica territory called Altamira. Despite having its sources suitable for supplying the indigenous community's demand for potable water. These are captured not for the benefit of the community but to supply tourist projects on "nearby" beaches. This happens outside the indigenous territory with an aqueduct of more than 12 kilometers⁶⁷. Castro reacted to this: "There is money in that. That's why I say that they are making fools of us. Not these Indians, why invest in the Indians who don't deserve it?. No, but for them there is, but for Alto Conte there is no money. I think we are all worth the same, we are all human beings⁶⁸".

Also, they indicated that when the AyA has visited the community to see the problem. They had asked to send trucks with water. The institution had not responded to the request either⁶⁹. According to Castro, there are territorial planning errors because the septic tanks of the new school were located without taking into account the existence of three springs nearby which are used in the summer for human consumption⁷⁰.

65 Ley n.º 276, Ley de aguas [Water Law] (SCIJ, august 27th, 1942), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

66 "Castro", interviewed by Ana Mora González y Allen Cordero, January 25th, 2020, Workshop on Social Water Management in Conteburica Indigenous Territory.

67 *Ibíd.*

68 *Ibíd.*

69 *Ibíd.*

70 *Ibíd.*

The communities of Ujarrás and Guanacaste, Ujarrás indigenous territory.

On the other hand, as in the previous case, Guanacaste communities and Ujarrás in the Ujarrás indigenous territory, people of the community supplied their water demand from nearby streams, through the use of pipes or containers⁷¹. However, in recent years, there has been a decrease in the number of sources with quality for human consumption. This is due to contamination, climate change, burning⁷², livestock, and pig farms. The latter mainly in the hands of landowners and non-indigenous usurpers. The situation is contradictory, considering this is one of the richest territories in terms of water resources, due to the flow of the Ceibo River and its numerous streams that feed its basin, which at the same time encloses an important part of the territory, see map 1.

It is necessary to mention that Ujarrás center concentrates community and educational infrastructure of the territory. It considers the school and CINDEA [Centro Integrado de Educación de Adultos], social hall, Public Square, and even recreational centers and a zoo in the hands of non-indigenous people. For this reason, the Ujarrás Rural Aqueduct was created about a decade ago, as a result, of the community effort, legal struggles, and repeated requests for support to AyA. However, it supplies 246 homes in four of the eleven communities in the indigenous territory of Ujarrás. They are Ujarrás Centro, San Vicente, El Carmen and a small part of Guanacaste⁷³. It is improbable that the aqueduct will be expanded on its own because it has minimal surplus resources to create the infrastructure to supply the entire territory. As Méndez explained:

71 "Fonseca", interviewed by Stephanie Forester Delgado y Ana Lucía Mora González, July 18th, 2019, Workshop on Social Water Management in Conteburica Indigenous Territory.

72 The burnings have even affected and threatened the source of the community's rural aqueduct. "Méndez" interview by Stephanie Forester Delgado and Ana Lucía Mora González, July 18th, 2019. Workshop on Social Management of Water in Ujarrás Indigenous Territory.

73 *Ibid.*

“Personally, for the last three years and four months that I have been with the ASADA [Asociaciones administradoras de los Sistemas de Acueductos y Alcantarillados], aqueducts always help with projects to solve problems. Thanks to the neighbors who put a lot of effort into the project. AyA did a part of the project, then they left and did not finish it. For two years, from 2016 to 2017 we started here fighting with AyA so that they will finish the project as it should be finished, to move forward and establish ourselves as it should be. There were two years of Lawsuits coming and demands going against the sewage system itself. So until now, we can say that the project has been finished in its entirety (...) however, there are problems with the water, with the supply, in places such as Palmital, Santa Cruz, Santa María. Likewise, in some sectors of the same community such as Guanacaste where there are places without potable water, lack of water, and everything. We have not supplied perhaps 100% of the water to the entire population yet ⁷⁴.”

According to Méndez: "It is not in our hands, what we do here is a minimum monthly water charge. It only gives us enough to pay the plumber, buy materials which are very expensive⁷⁵". Although they recognized that ADI was the institution that provided them greater support since it had contributed with resources to the rural aqueduct in times of natural disasters. Also, this institution fought against fires in summer through the creation of forest rangers and a group of young volunteer firefighters, i.e., a formal institution of the territory itself⁷⁶.

Added to the limited financial resources, there is also the limitation of adequate water resources for human consumption. Thus, some sources that at one time were considered as alternatives were later ruled out by laboratory tests. That way the main challenge is the population growth related to the available water resources for human consumption. It is even

74 *Ibíd.*

75 *Ibíd.*

76 *Ibíd.*

more difficult to find water sources that classify as adequate within the territory to supply the growing population demand⁷⁷.

Added to this, Méndez recognizes the existence of illicit water withdrawals that affect the water supply of the 246,000 inhabitants of the region. Sometimes, it is because "...as in any other place, not only here. There are illegal connections, even though we say that it is only for one house, they are always connected. You never know, they do it in secret⁷⁸".

These concerns are becoming more intense. Particularly in the communities where the aqueduct has not arrived yet. Also, the growing risks arising from land appropriation and illegal burnings. It had already affected the current source on several occasions. As pointed out Méndez, when stated that the previous year:

"On a Saturday I was studying and the plumber called me and told me that the fire was almost reaching the intake. I had to come from Pérez Zeledón and arrived there. Then, I put together a group of people to go up the hill and at least to look after the catchment area. We were able to control it, but it is a very strong environmental problem⁷⁹".

Méndez commented about the case of Alto Conte, in the heat of the conflict and the demand of the population. AyA has made visits to the area to show interest in the expansion of the aqueduct. Besides, they had said they would collaborate, but then they disappear and do not even respond to emails⁸⁰. As a result, all the populations that do not have an aqueduct water supply have no other option than to supply themselves in an improvised way. They had to use hoses or buckets of water that are possible of non-potable quality⁸¹. This without forgetting that,

77 The Ujarrás aqueduct was designed by AyA. They estimated a 20-year population growth and has already consumed the first 10 years of the estimate. Ibid.

78 Ibid.

79 Ibid.

80 Ibid.

81 As is the case in Guanacaste, where a water sample was collected from a stream that supplies several indigenous families. It was found high number of fecal coliforms and E. coli-350 NMP/100ml, as well as the presence of Enterococcus faecalis (540NMP/100ml), and 23UPF/100ml of Somatic Coliphages. INISA [Instituto de Investigaciones en Salud]. Results report sample 2019-A372 (December 3rd, 2019).

in the case of indigenous communities, who have access to water supplied by ASADA or AyA the works that are carried out are basic assistance⁸², i.e., often without chlorination⁸³.

Nevertheless, the main contradiction in terms of ecological distribution that was not mentioned in the workshop but is possible to identify is that many indigenous people in the territory do not have access to water in summer. However, in the same territory, there are other sources⁸⁴ of better quality that is captured by AyA to supply the population and businesses in the central area of Buenos Aires⁸⁵. There are still contradictions about for whom is there no water? and for whom is there? Are the indigenous populations a second-class population?

Likewise, another contradiction arises. It is related to a brief review of the actions for the conservation and care of water resources made. It is pointed out that ASADA and ADI have been responsible for the care of the water resources of both the local rural aqueduct and the one that supplies the central area of Buenos Aires. There is still an important number of the population,⁸⁶ that does not have access to water for human consumption through the aqueduct. Proof of this contradiction is that in March 2020, the local brigades "DualgoKima and the Guardarecursos"⁸⁷ attended a criminal forest fire in the water source that supplies Buenos Aires. Given this situation, news indicated that a document would be sent to the AyA "... so that they can take seriously the joint work with ADI to take care of the Saray watershed⁸⁸". This showed the abandonment and overload of protection functions in the local organizations. AyA carries

82 Yamiléth Astorga, "Situación del recurso hídrico" [Water resource situation] (Presentation, Fourteenth State of the Nation Report on Sustainable Development, San José, 2008), 35, https://estadonacion.or.cr/files/biblioteca_virtual/014/Recurso-hidrico-Astorga.pdf.

83 Such is the case in Ujarrás.

84 Sarai Creek.

85 Yamiléth Astorga, "Situación del recurso hídrico [Water resource situation], 50-51.

86 It should be remembered that the communities of the indigenous territory of Ujarrás that still do not have water are Palmital, Santa Cruz, Santa María and an important part of the community of Guanacaste.

87 Canal TV Sur, "Controlan incendio forestal en Ujarrás" [Forest fire controlled in Ujarrás] Canal TV Sur, March 19th, 2020, <http://www.tvsur.co.cr/etiqueta/ujarras/>.

88 *Ibid.*

out an extractive function of the resource to supply the majority of the non-indigenous populations.

Besides, the following news draws attention "... they ask the Ministry of the Environment and Energy, to put a firm hand on people who provoke these situations". However, they ignored that most of the people who provoke these fires are mostly non-indigenous who carry out illegal hunting of deer and other mammals. The situation is a constant problem in indigenous territories throughout the Buenos Aires canton in the summer months. This shows another dispute within the indigenous territories. They correspond not only to the indigenous territories but also those of state protection. Since they safeguard part of the national and cultural heritage.

Conclusions

Up to this point, it becomes evident that several conflicts and contradictions affect water for human consumption in the territories of Ujarrás and Conte Burica. However, the main one, despite the long-standing Costa Rican legislation related to indigenous territories and their rights, the current legislation is incomplete in terms of recognizing all the rights of indigenous peoples.

Due to the above, indigenous peoples, in general, had resisted symbolic violence, physical and material. It includes the deprivation of what is established in Article 50 of the Costa Rican Constitution, which correspond to the right to a healthy life and more recently, also to the recognition of "...human rights, basic and inalienable access to potable water, as an essential good for life⁸⁹".

⁸⁹ Law No. 9849, Addition of a paragraph to Article 50 and a transitory provision to Title 13th, Single Chapter, Transitory Provisions, of the Political Constitution, to recognize and guarantee the human right of access to water (La Gaceta, May 20th, 2020), https://www.imprentanacional.go.cr/pub/2020/07/02/.COMP_02_07_2020.pdf#page=2.

Thus, it is also no coincidence that the province of Puntarenas has the second-highest number of people supplied with non-potable water in rural areas. At the same time, it is also the province with the highest number of indigenous territories at the national level, because it contains 11 of the 24 territories. This shows inequities in the water supply in this marginal province, especially in its rural zone, by the form of omission and limited State action, which is hardly controversial by legal processes (justified mainly by economic limitations).

Particularly in the case of the communities studied, contradictions in the inequitable ecological distribution are highlighted. Both territories have suitable sources where aqueducts feed and supply non-indigenous populations outside the territories. While several populations do not have access to water supplies of potable quality within the territories. This inequality causes the main impact, that the extracted sources allow economic progress and health security for populations outside the territories, meanwhile it exposes the excluded indigenous populations to health risks that affect their quality of life and limit their possibilities for human and economic progress.

It is also recognized that both territories, despite their cultural differences experience socio-economic cultural difficulties that endanger the population's long-term survival. This may not only be possibly associated with areas that are difficult to access and with limited communication routes, but also with their extreme marginal position concerning public investment development.

Finally, in both cases, there are conflicts within the communities themselves. It is due to land usurpation by non-indigenous people and illicit connections, that conflicts have been identified in Ujarrás. Similarly, the limitations in the supply capacity of the aqueduct, which causes divisions within the territory itself. While in Alto Conte, the fundamental internal conflict derives from acculturation processes, which has led to an attempt to consider private

and capitalizable common goods that are key for the survival of indigenous communities. However, both territories coincide that their legal confrontation with the AyA to guarantee the human right of access to drinking water.

Chapter V

Data Analysis

This chapter develops the analysis and its outcomes of the 30 paragraphs related to both texts. The first translation from English into Spanish is a class workbook called “Teaches creative writing” by Margaret Atwood. The second translation from Spanish into English a magazine called “Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” from Spanish into English by Ana Lucía Mora González.

You begin the job by reading the original for two purposes: first, to understand what it is about; second, to analyze it from a 'translator's' point of view, which is not the same as a linguist's or a literary critic's. You have to determine its intention and the way it is written for the purpose of selecting a suitable translation method and identifying particular and recurrent problems (Newmark, 1988, p. 6).

According to the theory in chapter II, it is necessary; first, as Newmark (1988) remarks, the text analysis. Second, the application of the translation process and its techniques. Third, the results of the paragraphs as it was developed through the usage of the translation techniques studied. Finally yet importantly, recognize CAT tools' limitations, advantages, or opportunities in the translation process.

This chapter has an important impact on the reader as well as the investigator. Since it includes the results obtained from the investigation using instruments mentioned in Chapter III. This analysis will highlight useful information, to suggest conclusions and recommendations.

5.1 Translation analysis and interpretation

In this section, the study will apply the instruments and translation techniques. It is important to remind that the investigation has two components: technology and translation, as was

mentioned in Chapter I. One of the principal objectives is to identify a CAT tool and use it. To begin with the translation process and then the application of the CAT tool.

5.1.1 Text Analysis

Table 1

Text analysis

Text Analysis	“Teaches creative writing” by Margaret Atwood	“Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” by Ana Lucía Mora González.
Text Style	Narrative	Description
Formality	Informal	Formal
Generality or difficulty	Neutral	Educated
Emotional	Warm	Factual
Tone		
Text Function	Informative	Informative
Type of translation	Semantic	Semantic

Source: Researcher’s creation

Text Style

After reading both texts carefully, it can be said that the first is narrative but the second is descriptive. “Teaches creative writing” by Margaret Atwood emphasize mainly verbs, verb-noun or phrasal and also in sequences of events or arguments. Contrary to the document by Ana Lucía Mora González, which defines the theme. It consists of representing in words the appearance of the situation.

Formality

Related to the description in Chapter II. The scale of formality is different from each document. “Teaches creative writing” by Margaret Atwood is in the Informal category as an example in the phrase: “They don’t all have to be human, as Margaret reminds us” (p. 23).

The article “Public Policies and Conflicts over water in the two Indigenous Territories in the location of Ujarras and Conte Burica, Puntarenas, Costa Rica” by Ana Lucía Mora González, is in the Formal category because is a serious text. It uses appropriate, academic language, accurate, and punctual information.

Generality or difficulty

This scale depicts the level of complication of the documents. The first translation of this project is neutral, as any type of audience can understand it and it.

On the other hand, the second text is technical as it contains concepts that are related to the legislature and other official data. The use of terms, which are explained in the glossary.

Scale of Emotional Tone

Newmark (1988) states, the factual scale is used when the author wants to inform the reader about a specific topic, therefore, it contains facts. This scale besides deals with the author's approach concerning the audience. The first text is warm, as the text provides a message with gentle language and terminology.

In the second text, the writer intends to provide information about a topic. The writer offers information about the situation in those places.

Text function

Newmark (1988) states: "The format of an informative text is often standard: a textbook, a technical report, an article in a newspaper or a periodical, a scientific paper, a thesis, minutes or agenda of meeting." (p. 41). Both texts are informative as they provide information on a particular topic. It focuses on specific ideas and shares its knowledge with the audience. The first document is a textbook, meanwhile, the second is an article. That means both documents are well-being identify as informative text.

It is significant to comment that the first text has an important factor that made it to be evocative. In the case of the vocative, this textbook or workbook has a relationship between the writer and the readership. The author called for action. Margaret said, your words are your voice, and your voice is like your fingerprints. Everyone's fingerprints are human, but no two sets of fingerprints are identical. No one else has a voice exactly like yours (p. 2).

Type of translation

In both documents, the method used is semantic translation. This is because both texts were faithfully translated. It was not necessary to perform cultural expressions or terms that needed to be modified or adapted in the target texts to help the audience to understand the message of the documents. Both documents follow the theory mentioned in Semantic translations, which means respect the vocabulary used in the source text.

5.1.2 Color Coding

5.1.2.1. Color coding: “Teaches creative writing” by Margaret Atwood

Paragraph 1

Margaret became a writer because she was an avid and early reader. She grew up in the North Woods, where there were few other forms of entertainment (and no running water). As a child she wrote comics and little stories, and founded a puppet troupe in junior high.

Translation

Margaret se convirtió en escritora porque era una ávida lectora. Creció en los bosques del norte de Canadá, donde había otras formas de entretenimiento (y sin suministro de agua). Cuando era niña escribió tiras cómicas y pequeñas historias y fundó una compañía de marionetas en la escuela.

Paragraph 2

She began writing seriously when she was 16 years old. Though Margaret wanted to go to journalism school, some people told her that, as a woman, the only newspaper assignments she'd be offered would be the obituaries or fashion pages. Since that wasn't the kind of writing she wanted to do, Margaret revised her dream about how to become a writer: she would move to Paris and live in a garret. But in reality she made the more practical decision to pursue a graduate degree and was accepted to Harvard (where, she jokes, she had more time to write than she would have had in her imagined Parisian garret).

Translation

Comenzó a escribir en serio a los 16 años. Aunque quería ir a la escuela de periodismo, algunas personas le dijeron que, como mujer, las únicas asignaciones periodísticas que le ofrecerían serían los obituarios o las páginas de moda. Al no ser el tipo de escritura que ella quería hacer, Margaret reflexionó sobre su sueño de cómo llegar a ser escritora: se mudaría a París y viviría en un ático. Pero en realidad tomó la decisión más práctica para obtener un título de posgrado y fue aceptada en Harvard (donde, bromea, tuvo más tiempo para escribir que el que habría tenido en su ático parisino imaginario).

Paragraph 3

Margaret's first book of poetry, The Circle Game, won the Governor General's Award, a major Canadian literature prize, in 1966. Her first novel, The Edible Woman, was published three years later by McClelland & Stewart. Since then, she has gone on to publish 15 novels, in addition to other volumes of poetry, drama, and nonfiction.

Translation

Su primer libro de poesía, The Circle Game (El juego del círculo) ganó el Premio del Gobernador General, un importante premio de literatura canadiense en 1966. Su primera novela, La mujer comestible, fue publicada tres años más tarde por McClelland y Stewart. Desde entonces, ha llegado a publicar quince novelas, además de otros volúmenes de poesía, drama y libros de no ficción.

Paragraph 4

Margaret starts by handwriting because she finds it generates a flow from her brain to her hand to the page. Then she transcribes these pages to typed ones, editing as she goes in a “rolling barrage” method that allows her keep what she’s just written fresh in her mind. She waits until she has about 50 or 60 pages before she begins to think about structure. Margaret describes her own process as “downhill skiing”: she writes as fast as she can, and then goes back later to revise (to literally re-“vision”) what she’s got down.

Translation

Ella empieza escribiendo a mano porque encuentra que genera un flujo de su cerebro a su mano y, por consiguiente, al papel. Luego transcribe estas páginas a máquina, las edita a medida que avanza usando un método de "desbordamiento" que le permite mantener fresco, en su mente, lo que acaba de escribir. Ella espera hasta tener unas 50 o 60 páginas antes de empezar a pensar en la estructura. Describe su propio proceso como "esquí alpino": escribe tan rápido como pueda y luego vuelve para revisar: literalmente, “volver a ver” lo que había escrito.

Paragraph 5

Every writer works in a different way. Some writers work straight through from beginning to end. Others work in pieces they arrange later, while others work from sentence to sentence. “The wastepaper basket is your friend,” as Margaret likes to say, so don’t be afraid to try out different techniques, voices, and styles. Keep what works for you and discard the rest. Your material and process will guide you to your own set of rules.

Translation

Cada escritor trabaja de una manera diferente. Algunos, lo hacen directamente desde el principio hasta el final. Otros en segmentos que son arreglados después, mientras que algunos, de oración en oración. Como le gusta decir a Margaret "El basurero es su amigo", así que no tenga miedo de probar técnicas, voces y estilos diferentes. Quédese con lo que le funcione y deseche el resto. Su material y proceso le guiarán hacia su propio conjunto de reglas.

Paragraph 6

The main thing that keeps people from writing is fear. If you have felt fear about writing, try to identify it. Are you worried it won’t be good? That a family member might read it? That you won’t be able to finish your book? If you name your fear and then deal with it, Margaret says, the door will open for you.

Translation

El miedo es el principal obstáculo que le impide a las personas escribir. Si lo ha sentido, trate de identificarlo y hágase las siguientes preguntas: ¿está preocupado porque no será bueno? ¿o

de que un familiar lo lea? ¿no ser capaz de terminar su libro? Margaret dice que, si usted identifica el miedo y lo afronta, la puerta se le abrirá.

Paragraph 7

Next, based on this inventory, write down a specific process or method goal you'd like to accomplish during this class. It can be related to time ("Write 30 minutes every day") or word count ("Write 1000 words a day"), or it can be something less quantitative ("Sit down at my writing desk and open my notebook each morning"). Feel free to borrow one of Margaret's methods: try writing longhand if you tend to use a word processor, or if you find yourself editing as you go, try out the "downhill skiing" method. Though Margaret doesn't always follow a routine, setting routine-based goals for yourself can build your writing practice into a habit and help you complete a novel-length work.

Translation

A continuación, basándose en este inventario, escriba un proceso específico o un método objetivo que le gustaría lograr durante esta clase. Puede estar relacionado con el tiempo ("Escribir 30 minutos todos los días") o número de palabras ("Escribir 1000 palabras al día") o bien puede ser algo menos cuantitativo ("Sentarme en el escritorio y abrir mi diario cada mañana"). Siéntase libre de usar uno de los métodos de Margaret: pruebe escribir a mano si usa una máquina; o si edita a medida que avanza, pruebe el método del "esquí alpino". Aunque Margaret no siempre sigue una rutina, establecer metas basadas en la rutina puede convertir la práctica de la escritura en un hábito y ayudar a que usted complete una novela.

Paragraph 8

Every story is made up of both events and characters. A story happens because a pattern is interrupted. If you are writing about a day that is like any other day, it is most likely a routine, not a story.

In order to be a story, something has to happen. We call what happens in a novel the plot. Your plot might involve a threat from outside or a threat from within. Or, as Margaret demonstrates with her permutations of John and Mary, you might combine those.

Translation

Cada historia se compone tanto de acontecimientos como de personajes. Una historia ocurre porque una estructura es interrumpida. Si está escribiendo sobre un día que es como cualquier otro, lo más probable es que sea una rutina, no una historia. Para que sea una historia, algo tiene que pasar. Por lo tanto, llamamos a lo que sucede en una novela la trama. Esta puede implicar una amenaza desde el exterior o desde el interior. O, como Margaret lo muestra con sus permutaciones de John y Mary, se pueden combinar ambas.

Paragraph 9

In Western anglophone culture, those building blocks include Greek and Roman mythology, indigenous stories, the Brothers Grimm fairy tales, and the Bible. Much of English literature, especially that published before 1940, is in conversation with the Bible, and if you're writing in English, Margaret encourages you to familiarize yourself with these narrative building blocks.

Translation

En la cultura anglófona occidental, esos componentes incluyen la mitología griega y romana, historias indígenas, cuentos de hadas de los hermanos Grimm y la Biblia. Mucha de la literatura inglesa, especialmente la publicada antes de 1940, está relacionada con la Biblia y si está escribiendo en inglés, Margaret lo motiva a familiarizarse con estos elementos narrativos.

Paragraph 10

Literature is a long and contiguous conversation, each story linked to hundreds of others that came before it and those that will follow it. To “get the joke,” as Margaret says—to understand an update or retelling—you need to be familiar with the original story. Margaret offers the film Maleficent (2014) as an example of such a retelling. In this update of the Sleeping Beauty fairy tale, the prince is a dud, and the true love’s kiss required to break the sleeping spell comes instead from Sleeping Beauty's surrogate mother, Maleficent.

Translation

La literatura es una conversación larga y contigua, cada historia está vinculada a cientos de otras que la precedieron y las que la seguirán. Para "entender el chiste", tal como Margaret dice, o para comprender un recuento hay que familiarizarse con la historia original. Margaret propone la película Maléfica (2014) como un ejemplo de este tipo de adaptación. En este cuento de hadas de la Bella Durmiente, el príncipe es un fracaso y el verdadero beso de amor necesario para romper el hechizo es dado por la madrastra de la Bella Durmiente, Maléfica.

Paragraph 11

For Alias Grace, which is about a woman who either was or was not guilty of murder, but was accused and convicted, Margaret used Susannah and the Elders, an early mystery solved by Daniel. (This story is in the Roman Catholic Bible and in the Apocrypha for Protestants. Daniel

is perhaps the earliest Sherlock Holmes, having also solved the mystery of the talking statue. Margaret also used Matthew 23:27, one of the pithier sayings of Jesus: “Woe unto you, scribes and Pharisees, hypocrites! For ye are like unto whited sepulchres, which indeed appear beautiful outward, but are within full of dead men's bones, and of all uncleanness.”

Translation

Alias Grace, que trata de una mujer que fue o no culpable de asesinato, pero fue acusada y condenada. Margaret utilizó a Susana y los ancianos, un primer misterio resuelto por Daniel. (Esta historia está basada en la Biblia Católica Romana y para los protestantes en los Apócrifos. Daniel es quizás el primer Sherlock Holmes, ya que también resolvió el misterio de la interpretación de la estatua. Margaret también utilizó una de las frases más mencionadas de Jesús en Mateo 23:27: ¡Ay de vosotros, escribas y fariseos, hipócritas! porque sois semejantes a sepulcros blanqueados, que por fuera, a la verdad, se muestran hermosos, más por dentro están llenos de huesos de muertos y de toda inmundicia” (Reina-Valera 1960).

Paragraph 12

For The Year of the Flood, which has to do with a green religion and thus animals and plants, Margaret used the Creation story, Noah and the Flood, Psalm 104, and various references to birds, whales, plants, and so forth. She referenced The Green Bible (HarperCollins 2011), which is a compilation of the 1,000+ references to the earth in the Bible.

Translation

Para la novela llamada El Año del Diluvio, relacionada con la religión verde, por tanto, su relación con los animales y las plantas, Margaret utilizó la historia de la Creación, Noé y el Diluvio, el Salmo 104 y varias referencias de aves, ballenas, plantas, entre otros. Ella se refirió

a La Biblia Verde (HarperCollins, 2011), que es una recopilación de las más de mil referencias sobre la tierra en la Biblia.

Paragraph 13

One way to determine what point of view strategy to use in your novel is to ask: Whose voice is telling the story? To whom are they telling it, and why? Common point of view strategies include first person, third person limited, third person omniscient (in which a narrator who is not a character and who knows more than the characters relays the events to the reader), and second person (which is structured around the “you” pronoun, and is less common in novel-length work). You don’t have to be tied to one point of view throughout your novel; some novels move from first to third or first to second. Let your material guide your decision.

Translation

Una forma de determinar qué estrategia de punto de vista a usar en su novela es preguntarse: ¿de quién es la voz que está contando la historia? ¿A quién y por qué se lo están contando? Estrategias de punto de vista habituales incluyen primera persona, tercera persona limitada, tercera persona omnisciente (en el cual un narrador que no es un personaje y que sabe más que los personajes transmite los acontecimientos al lector) y segunda persona (que está estructurada en torno al pronombre "tú o usted" y es menos común en una novela). No tiene que limitarse a un punto de vista a lo largo de la novela; algunas novelas pasan del primero al tercero o del primero al segundo. Deje que su material guíe su decisión.

Paragraph 14

Many novels written in the 19th century are told from an omniscient point of view. When a reader knows more than the character, as in Bram Stoker's *Dracula* (1897), you generate suspense because your reader waits for the character to learn what they already know. But you might want to invert that balance of knowledge and make the narrator a character in the story that knows more than the reader. Agatha Christie used this first person strategy to create narrative irony.

Translation

Muchas novelas escritas en el siglo XIX se cuentan desde el punto de vista omnisciente. Cuando un lector conoce más del personaje, como en *Drácula* (1897) de Bram Stoker, genera suspenso porque el lector espera que el personaje se entere de lo que ya él sabe. Pero usted podría querer invertir ese equilibrio de conocimientos y hacer del narrador un personaje de la historia que sabe más que el lector. Agatha Christie usó la estrategia de primera persona para crear la narrativa irónica.

Paragraph 15

If you're at work on a novel or longer project, apply this exercise to your work in progress. Choose a major event in the book that you're working on. From whose point of view did you write it originally? On a blank page or document, try writing about that same event from a different character's point of view; push yourself to write the entire event from this different vantage. What differences did you discover in how this character experienced or recounted the event? Did retelling the event through their eyes change the way you understood it? Don't worry

if this point of view doesn't find its way into a final draft; as Margaret says, make your own rules and discard the rest. But try to stay open to the way handing the narration to a different character deepens and complicates your understanding of the events of your story.

Translation

Si está trabajando en una novela o en un proyecto más largo aplique este ejercicio a la obra en proceso. Escoja un acontecimiento importante del libro en el que está trabajando ¿desde qué punto de vista escribió originalmente? En una página o documento en blanco, pruebe escribiendo sobre ese mismo acontecimiento desde el punto de vista de otro personaje; esfuércese por escribir todo el acontecimiento desde un punto de vista diferente. ¿Qué diferencias descubrió en la forma en que este personaje experimentó o en la forma de contar el suceso? ¿Cambió la forma de entender el evento a través de sus ojos? No se preocupe si este punto de vista no se encuentra en el borrador final; como dice Margaret, haga sus propias reglas y descarte el resto. Pero trate de mantenerse abierto a la forma en que se maneja la narración, se profundiza en un personaje diferente y complica su comprensión de los acontecimientos de tu historia.

5.1.2.2. Color coding: “Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” from Spanish into English.

Ana Lucía Mora González

Paragraph 1

El artículo muestra la compleja relación entre políticas públicas, distribución ecológica, riesgo, y conflictividades en torno al agua de consumo humano en comunidades de los dos territorios indígenas de la provincia de Puntarenas: Alto Conte, en el territorio Conteburica, Ujarrás

y Guanacaste, en territorio indígena Ujarrás. Lo anterior, desde la conceptualización de políticas públicas como las respuestas –incluye la omisión– del sistema político-administrativo a una situación considerada inaceptable,² a la que el mercado tampoco ha podido dar respuesta adecuada.

Translation

The article shows the complex relationship between public policies, ecological distribution, risk, and conflicts. All-around water consumption for humans in communities located in two indigenous territories in Puntarenas' province: Alto Conte, in the Conteburica territory, Ujarrás, and Guanacaste in Ujarrás indigenous territory. This is based on the conceptualization of public policies as responses (include the omission) of the political-administrative system to a situation considered unacceptable, to which the market has not been able to provide an adequate response.

Paragraph 2

De esta forma, el escrito inicia con una aproximación histórica a la condición de los territorios indígenas en estudio, seguido de una breve contextualización de la situación del recurso hídrico a escala nacional y una descripción del contexto socio-natural particular de cada uno de los dos territorios indígenas, para, posteriormente, conocer las relaciones entre las políticas públicas implementadas por instituciones formales y no formales, implicadas en el tema del agua en cada uno de los territorios indígenas en estudio y las conflictividades en torno al agua; se reconoce el agua como un bien común y un motivo de conflictividad en los territorios indígenas, debido a su importancia en todos los aspectos de la vida.

Translation

Thus, the study begins with a historical approach to the condition of the indigenous territories. This is followed by a brief contextualization of the water resource situation on a national scale. Also, it will consider a description of the particular socio-natural context of each of the two indigenous territories. Subsequently, the study will reveal the relations between the public policies implemented by formal and non-formal institutions, which are involved in the water issue in each of the indigenous territories and the conflicts around it. Water is recognized as a common good and a source of conflict in indigenous territories, due to its importance in all life aspects.

Paragraph 3

La legislación sobre los territorios indígenas y los derechos de los pueblos indígenas costarricenses ha experimentado un largo e inacabado proceso de reconocimiento de sus derechos. Desde 1939, a través del artículo 8 de la Ley General de Terrenos Baldíos,⁴ fueron impuestas, a conveniencia del Poder Ejecutivo, las delimitaciones de las primeras «reservas» indígenas, para «protegerlas» de injusticias y conservar estas poblaciones originarias. Posteriormente, pasarían más de 30 años para crear la nuevos «avances» a nivel legislación y procurar la protección de los pueblos originarios, con la creación de la Comisión Nacional de Asuntos Indígenas (CONAI), la Ley Indígena de 1977 y, finalmente, con la imposición de formar nuevas instituciones de representación legal de las comunidades y de administración de los territorios, con la figura de Asociación de Desarrollo Integral Indígena (1982).

Translation

Legislation has undergone a long and unfinished process on indigenous territories and the rights of Costa Rican indigenous peoples. Since 1939, through Ley General de Terrenos

Baldíos [General Law of vacant lands], article 8, the Executive Power, at its convenience, imposed the delimitations of the first indigenous "reserves". This was done to "protect" them from injustices and to conserve aboriginal populations. Subsequently, more than 30 years would pass to create new "advances" at the legislative level and to ensure the protection of the native peoples. As a result, the Comisión Nacional de Asuntos Indígenas(CONAI), the Ley Indígena [Indigenous Law] of 1977 were created. Finally, the figure of Asociación de Desarrollo Integral Indígena (1982) established the creation of new institutions for the legal representation of the communities and administration of the territories.

Paragraph 4

Seguidamente, el avance más importante se concretaría hasta 1992, con la aprobación del Convenio 169 de la Organización Internacional del Trabajo, mediante la Ley n.º 7 316, ante la ausencia de una legislación nacional más integral y respetuosa en materia de derechos indígenas. Por tal motivo, este convenio se ha convertido en la principal herramienta de respaldo para la recuperación de tierras usurpadas dentro de los territorios y de defensa de sus prácticas culturales.

Translation

Then, the most important advance would come in 1992 with approval of the Convention 169 International Labor Organization (ILO), through Law No. 7 316. It was due to the absence of a national legislation more comprehensive and respectful on indigenous rights. For this reason, this convention has become the main support tool for the recovery of usurped lands within the territories. Furthermore, it is also the defense of their cultural practices.

Paragraph 5

No obstante, esto también ha causado conflictos, pues ante la falta de una legislación nacional eficaz y de una ley de autonomía indígena, se han desencadenado conflictos entre

indígenas y no indígenas por las recuperaciones de tierra, llegando incluso a agresiones y asesinatos violentos de líderes indígenas en dos territorios indígenas costarricenses: el asesinato de Sergio Rojas en el territorio indígena bribri de Salitre (2019) y el asesinato de Jehry Rivera en el territorio indígena bröran de Térraba (2020).

Translation

Nevertheless, due to the absence of effective national legislation and law of indigenous autonomy, conflicts have also triggered between indigenous and non-indigenous on land recoveries. Therefore, this situation has caused aggressions and violent assassinations of indigenous leaders in two Costa Rican indigenous territories. The assassination of Sergio Rojas in Salitre's Bribri territory (2019) and Jehry Rivera in Térraba's Bröran territory (2020).

Paragraph 6

Finalmente, es necesario mencionar que en materia de autonomía indígena se han presentado dos proyectos de ley que aún no han sido aprobados por la Asamblea Legislativa para reconocer las diferentes formas de organización propias y de desarrollo acorde con la cultura de cada pueblo indígena: el expediente legislativo n.º 12032 Ley de Desarrollo Autónomo de los Pueblos Indígenas (2005)¹¹ y más recientemente el expediente legislativo n.º 14 352 Ley de Desarrollo Autónomo de los Pueblos Indígenas (2010).

Translation

Finally, it is necessary to mention that two laws have been presented in the area of indigenous autonomy Legislative file No. 12032 Ley de Desarrollo Autónomo de los Pueblos

Indígenas [[Autonomous Development of Indigenous Peoples Law](#)] (2005) and more recently Legislative File No. 14,352 Ley de Desarrollo Autónomo de los Pueblos Indígenas [[Autonomous Development of Indigenous Peoples Law](#)] (2010). However, [the Legislative Assembly has not approved those yet](#). Those laws pretend to recognize different forms of organization and development consistent with each indigenous [peoples' culture](#).

Paragraph 7

[De esta forma](#), reconociendo este contexto nacional, es necesario conocer la historia de la formación de los dos territorios indígenas en estudio, [por lo cual](#) se comenzará con el territorio indígena cabécar de Ujarrás. Este territorio no fue creado inicialmente como un territorio exclusivo de la comunidad cabécar, [sino que](#) su origen se remonta a la creación del territorio «Ujarrás – Salitre – Cabagra» el 5 de enero de 1957. No obstante, trascurrieron casi 30 años para que nuevamente el Estado volviera a atender asuntos de este territorio, ante la emergencia de la invasión de tierras por personas no indígenas, tal como se muestra en el Decreto Ejecutivo n.º 5905-G, [que](#) incluye a este territorio dentro de las ocho zonas demarcadas como «reservas» indígenas declaradas como Zona de Emergencia Nacional¹⁴ ante «...la constante invasión de tierras que han soportado los indígenas de parte de personas no indígenas, con la consecuente devastación de sus territorios, así como el maltrato y abandono en que han tenido que vivir estos compatriotas indígenas»

Translation

[Within](#) this national context, [it is necessary to know the history of the establishment of two indigenous territories under study](#), [beginning](#) with the [Ujarrás' Cabecar indigenous territory](#). This territory was not initially created as an [exclusive territory](#) of the [Cabecar community](#), its origin [dates back](#) to the creation of the ["Ujarrás, Salitre, Cabagra"](#) territory on [January 5th, 1957](#). However, [it took almost 30 years](#) for the government to re-address issues in this territory, [as it is shown in](#)

Executive Decree No. 5905-G, in the event of an emergency of land invasion by non-indigenous people. It includes this territory within the eight demarcated zones as indigenous "reserves" declared as a National Emergency Zone. As it is mentioned in the decree "...the constant invasion of lands the indigenous people have suffered by non-indigenous people, with the consequent devastation of their territories, as well as the mistreatment and abandonment in which these indigenous compatriots have had to live".

Paragraph 8

No obstante, sería hasta 1982, cuando se divide la reserva única en tres «reservas» independientes, para así solucionar conflictos legales generados a partir de las diferencias de identidad de cada pueblo y cultura. De esta forma, el Instituto de Desarrollo Agrario –IDA, hoy INDER–, procedería a dividir la escritura única de la Reserva Indígena Ujarrás-Salitre-Cabagra en tres escrituras, conforme con lo establecido en el decreto. Mientras que en el caso del territorio Guaymí Conte Burica, esta fue creada más tardíamente, mediante la Ley Indígena n.º 6 172 y llamada inicialmente «Reserva Indígena de Burica».

Translation

However, the single reserve was split into three independent "reserves" until 1982, to solve legal conflicts generated by the identity differences of each people and culture. In accordance with Decree, the Instituto de Desarrollo Agrario (IDA) [Agrarian Development Institute] today Instituto de Desarrollo Rural (INDER) [Rural Development Institute] would divide the property deed of the Ujarrás-Salitre-Cabagra Indigenous Reserve into three deeds. Whereas the Guaymí Conte Burica territory was created later by the Ley Indígena No. 6 172 [Indigenous Law]. This territory was called initially "Burica Indigenous Reserve".

Paragraph 9

El presente análisis parte de un paradigma interpretativo que recalca la relación entre políticas públicas, territorios indígenas y agua, con la premisa de que el agua para consumo humano es un elemento fundamental para la calidad de vida de las personas indígenas y el pleno disfrute de sus derechos. Asimismo, se reconoce que este se encuentra amenazado por múltiples factores, tales como: el cambio climático, el crecimiento demográfico, la deforestación, la usurpación de tierras, los cambios de uso de suelo, los incendios forestales y, finalmente, el abandono estatal.

Translation

This analysis is based on an interpretative paradigm that emphasizes the relationship between public policies, indigenous territories, and water. Moreover, it considers the premise that water is a fundamental element for human consumption, indigenous people's quality of life, and the full enjoyment of their rights. It also recognizes that water is threatened by multiple factors. It could be mentioned climate change, population growth, deforestation, land usurpation, changes in land use, forest fires, and state neglect.

Paragraph 10

Por tal motivo, se basa en la revisión bibliográfica de fuentes primarias y secundarias. Entre las fuentes primarias se incluyen leyes y decretos, así como datos recabados mediante un conversatorio y dos talleres realizados en el marco del proyecto de investigación en curso «Gestión social del agua en los territorios indígenas desde la sociología visual. Casos seleccionados en las provincias de Puntarenas y Limón», desarrollados en el marco institucional de la Escuela de Sociología de la Universidad de Costa Rica. Asimismo, se aclara que con el fin de cumplir con lo estipulado en el consentimiento informado aprobado por el Comité Ético Científico de esa misma casa de estudios, se utilizarán seudónimos para citar las transcripciones de los resultados de los talleres y conversatorios del proyecto de investigación.

Translation

Therefore, the analysis is based on a bibliographic review of primary and secondary sources. Primary sources include laws, decrees, data collected through discussions, and two workshops. The latter conducted within the framework of the ongoing research project "Gestión social del agua en los territorios indígenas desde la sociología visual. Casos seleccionados en las provincias de Puntarenas y Limón" [Social management of water in indigenous territories from the visual sociology. Cases selected in Puntarenas and Limón provinces]. This project was developed in the institutional framework of the Sociology School in the Universidad de Costa Rica. Pseudonyms will be used to fulfill the stipulated in the consent approved by the Comité Ético Científico of the same university. These to quote the transcripts of the results of the workshops and discussions of the research project.

Paragraph 11

Costa Rica ha realizado históricamente acciones de regulación de los recursos naturales. Sin embargo, en materia de recurso hídrico, el Estado siempre se ha decantado por regular mercantilmente la naturaleza,¹⁸ especialmente-a partir de 1980, cuando el país comenzó a reducir la inversión a nivel de infraestructura de abastecimiento de agua, afectando especialmente obras en la periferia nacional –incluidas las poblaciones indígenas–. A pesar de eso, al 2018, según el informe del Instituto Costarricense de Acueductos y Alcantarillados (AyA), el 92,4 % de la población costarricense recibe agua de calidad potable; mientras el 7,6 % de la población restante no cuenta con acceso a agua de calidad potable, en tanto se abastecen de quebradas y pozos sin protección o de alguno de los 557 acueductos rurales que no suministran agua potable. Vale la pena indicar que, en este mismo-informe, Puntarenas fue la segunda provincia con mayor cantidad de población abastecida con agua no potable en zona rural –52 906 personas–, categoría que incluye las zonas de los territorios indígenas en estudio.

Translation

Costa Rica has historically carried out actions to regulate natural resources. However, in terms of water resources, the State has always opted commercially to regulate nature. Since 1980, the country began to reduce the investment in water supply infrastructure. This affected works in the national periphery, including indigenous communities. Despite this, by 2018, a report of the Instituto Costarricense de Acueductos y Alcantarillados (AyA) 92.4% of the Costa Rican population receives drinking quality water. The residual 7.6% of the population does not have access to it. They are supplied by unprotected streams and wells, or by one of the 557 rural aqueducts that do not supply drinking water. It is worth pointing out that Puntarenas was the second-highest amount of population supplied with non-potable water in rural areas (52 906 people). This category includes the areas of the indigenous territories under study.

Paragraph 12

Si bien estos datos, por un lado, exponen la política pública estatal de preocupación por suministro de agua potable para la mayoría de la población del país; por otro lado, también evidencian la aplicación de una política pública por inacción estatal en el 7,6 % de la población restante, mediante la omisión como forma de hacer política pública, y justifica su falta de acción en la carencia de recursos para financiar las obras de abastecimiento de agua potable por cañería y falta de disponibilidad de fuentes de agua.

Translation

On one side, these data expose the State's public policy concerned about drinking water supply for the majority of the country's population; on the other hand, these also show the application of a public policy of state inaction in the remaining 7.6% of the population, through the omission as a

form of public policy. The State justifies its lack of action by the lack of resources to finance potable water supply works through a pipeline and the lack of availability of water sources.

Paragraph 13

Lo anterior, siempre en el entendido de conceptualizar las políticas públicas como acciones del sistema político-administrativo a una problemática pública que el mercado no ha podido resolver. Asociado a lo anterior, también se encuentra el reconocimiento de que la acción u omisión manifestados en las políticas públicas se relacionan con las diferencias socioeconómicas y territoriales, que implican, además, problemas de distribución ecológica y conllevan distribuciones inequitativas de riesgos y, por ende, de peligro,²⁴ cuyo patrón se repite muy de cerca en los casos de estudio.

Translation

The above, always on the understanding of conceptualizing public policies as actions of the political-administrative system to a public problem that the market has not been able to solve. Related to the previous, there is the recognition that the action or omission manifested in public policies is related to socio-economic and territorial differences. Besides, these imply ecological distribution problems and lead to inequitable distributions of risks and, therefore, danger. This pattern is closely repeated in the case studies.

Paragraph 14

No obstante, a partir del 2010, esta situación ha mostrado leves cambios debido al compromiso adquirido por el país para cumplir con lo establecido en la resolución 64/292²⁵ de la Asamblea General de las Naciones Unidas. Debido a lo anterior, el AyA, como institución rectora en el suministro de agua, ha realizado diferentes acciones para honrar el compromiso nacional

adquirido por medio de esta resolución, por lo que a continuación se presentarán las acciones que la institución ha realizado en los dos casos de estudio.

Translation

However, since 2010, this situation has shown slight changes due to the country's commitment to fulfilling the establishment of United Nations General Assembly resolution 64/292. As a result, AyA, as the leading institution for water supply, has carried out different actions to honor the national commitment that was acquired by the resolution. The actions that the institution has taken in the two case studies will be presented below.

Paragraph 15

El territorio indígena de Ujarrás es el único territorio cabécar localizado en el cantón de Buenos Aires, provincia de Puntarenas. Este territorio cuenta con una extensión oficial de 19 040 hectáreas y una población al 2011 de 1 119 indígenas, distribuida en 344 hogares y 11 comunidades al interior, para una densidad de población de 6,5 habitantes por kilómetro cuadrado.²⁷ Dichas comunidades son: Santa María, Santa Cruz de Santa María, Durika, El Carmen, La Piedra, Palmital, San Antonio, San Vicente, Santa Rosa, Ujarrás y Guanacaste.

Translation

Ujarrás indigenous territory is the only Cabecar area located in Buenos Aires canton, in Puntarenas province. It has an official extension of 19,040 hectares. A population by 2011 of 1,119 indigenous people. They are distributed in 344 households and 11 communities in the interior, which creates a population density of 6.5 inhabitants per square kilometer. These communities are Santa María, Santa Cruz de Santa María, Durika, El Carmen, La Piedra, Palmital, San Antonio, San Vicente, Santa Rosa, Ujarrás and Guanacaste.

5.1.3 Glossary

5.1.3.1. Glossary from English into Spanish

Table 2

Glossary from English into Spanish

English Term	Spanish Equivalent	Grammar Function	Definition
downhill skiing	esquí alpino	Noun	It is also used as a synonym for alpine skiing as a recreational activity.
Bungalow	cabaña	Noun	It is a style of house or cottage that is typically either a single story or has a second, half, or partial story, that is built into a sloped roof.
get the joke	entender el chiste	verb + noun	To understand a joke
dud	fracaso	Adjetivo	a thing that fails to work properly or is otherwise unsatisfactory or worthless.
surrogate	madrastra	Adjetivo	relating to the birth of a child or children by means of surrogacy.
folktales	cuentos	Noun	a story originating in popular culture, typically passed on by word of mouth.
Legos	-	Noun	trademark a construction toy consisting of plastic bricks and other standardized components that fit together with studs

gobbled	devorada	Adjetivo	eat (something) hurriedly and noisily.
stifling	sofocada	Adjetivo	very hot and causing difficulties in breathing;
cloaks	incluye	Noun	suffocating. something that covers or conceals
Rashomon	-	Noun	A proper noun is a specific name for a person.
toggles	varía	verb	switch from one effect, feature, or state to another by using a toggle.
cliffhangers	historias	Noun	a story or event with a strong element of suspense.

Source: Researcher's creation

5.1.3.2. Glossary from Spanish into English

Table 3

Glossary from Spanish into English

Spanish Term	English Equivalent	Grammar Function	Definition
Alto Conte	-	Noun	A proper noun is a specific name for a particular place.
Abrojos	-	Noun	A proper noun is a specific name for a particular place.
Altamira	-	Noun	A proper noun is a specific name for a particular place.
Análisis y gestión de políticas públicas	Analisis and public politices management	Noun	A proper noun is a specific name for a particular place.
Asamblea Legislativa	Legislative Assembly	Noun	A proper noun is a specific name for a particular place.
Asociación de Desarrollo Integral Indígena	Association for Integral Indigenous Development	Noun	A proper noun is a specific name for a particular place.

Badilla	-	Noun	A proper noun is a specific name for a particular place.
Bambusoideae	Bamboo	Noun	Bamboo is a plant of great strength: it does not break easily.
Bapori Sikri	-	Noun	A proper noun is a specific name for a particular place.
Boruca	-	Noun	A proper noun is a specific name for a particular place.
Bribri	-	Noun	A proper noun is a specific name for a particular place.
Bröran	-	Noun	A proper noun is a specific name for a particular place.
Buenos Aires	-	Noun	A proper noun is a specific name for a particular place.
Cabagra	-	Noun	A proper noun is a specific name for a particular place.
Cabécar	-	Noun	A proper noun is a specific name for a particular place.
Cabecar	-	Noun	A proper noun is a specific name for a particular place.
Ceibo	-	Noun	A proper noun is a specific name for a particular place.
Chabugre	-	Noun	A proper noun is a specific name for a particular place.
China Kichá	-	Noun	A proper noun is a specific name for a particular place.
Chubugray	-	Noun	A proper noun is a specific name for a particular place.
Comisión Nacional de Asuntos	National Commission for Indigenous Affairs	Noun	A proper noun is a specific name for a particular place.

**Indígenas
(CONAI)**

Comité Ético Científico	Scientific Ethical Committee	Noun	A proper noun is a specific name for a particular place.
Consecuencias perversas de la Modernidad	Consequences of Modernity	Noun	A proper noun is a specific name for a particular place.
Perverse	-	Noun	A proper noun is a specific name for a particular place.
Conte Burica	-	Noun	A proper noun is a specific name for a particular place.
Conteburica	-	Noun	A proper noun is a specific name for a particular place.
Conteburica	-	Noun	A proper noun is a specific name for a particular place.
Corredores	-	Noun	A proper noun is a specific name for a particular place.
Coto Brus	-	Noun	A proper noun is a specific name for a particular place.
Dioru	-	Noun	A proper noun is a specific name for a particular place.
Ditsiri	-	Noun	A proper noun is a specific name for a particular place.
Dlekari	-	Noun	A proper noun is a specific name for a particular place.
Dlora River	-	Noun	A proper noun is a specific name for a particular place.
Dorora	-	Noun	A proper noun is a specific name for a particular place.
DualgoKima	-	Noun	A proper noun is a specific name for a particular place.
Durika	-	Noun	A proper noun is a specific name for a particular place.

Duruga	-	Noun	A proper noun is a specific name for a particular place.
El Carmen	-	Noun	A proper noun is a specific name for a particular place.
El Progreso	-	Noun	A proper noun is a specific name for a particular place.
endógeno	endogenous	Adjective	A proper noun is a specific name for a particular place.
escarpado	rugged	Adjective	A rugged area of land is uneven and covered with rocks
Estrella	-	Noun	A proper noun is a specific name for a particular place.
Fondo de Cultura Económica	-	Noun	A proper noun is a specific name for a particular place.
Golfito	-	Noun	A proper noun is a specific name for a particular place.
Guanacaste	-	Noun	A proper noun is a specific name for a particular place.
guanacastes (enterolobium cyclocarpum),	-	Noun	A proper noun is a specific name for a particular place.
Guardarecursos	-	Noun	A proper noun is a specific name for a particular place.
Guatuso	-	Noun	A proper noun is a specific name for a particular place.
Guaymi	-	Noun	A proper noun is a specific name for a particular place.
Guaymi indio pelado (Bursera simaruba)	-	Noun	A proper noun is a specific name for a particular place.

Instituto Costarricense de Acueductos y Alcantarillados	Costa Rican Institute of Water Resources AyA	Noun	A proper noun is a specific name for a particular place.
Instituto de Desarrollo Agrario IDA	The Agrarian Development Institute	Noun	A proper noun is a specific name for a particular place.
Instituto de Desarrollo Rural	Rural Development Institute	Noun	A proper noun is a specific name for a particular place.
Jakbarari	-	Noun	A proper noun is a specific name for a particular place.
Kilari	-	Noun	A proper noun is a specific name for a particular place.
Kori River	-	Noun	A proper noun is a specific name for a particular place.
Koronopo	-	Noun	A proper noun is a specific name for a particular place.
La Gaceta	-	Noun	A proper noun is a specific name for a particular place.
La Piedra	-	Noun	A proper noun is a specific name for a particular place.
La sociedad sitiada	The Society Under Siege	Noun	A proper noun is a specific name for a particular place.
La Vaca	-	Noun	A proper noun is a specific name for a particular place.
Las Vegas	-	Noun	A proper noun is a specific name for a particular place.
Ley de Desarrollo Autónomo de los Pueblos Indígenas	Law for Autonomous Development of Indigenous Peoples	Noun	A proper noun is a specific name for a particular place.
Ley de Desarrollo Autónomo de los Pueblos Indígenas	Law on the Autonomous Development of Indigenous Peoples	Noun	A proper noun is a specific name for a particular place.

Ley General de Terrenos Baldíos	General Law of Wastelands	Noun	A proper noun is a specific name for a particular place.
Limón	-	Noun	A proper noun is a specific name for a particular place.
Los Plancitos	-	Noun	A proper noun is a specific name for a particular place.
María (Calophyllum brasiliense)	-	Noun	A proper noun is a specific name for a particular place.
mayo colorado (Vochysia ferrugine)	-	Noun	A proper noun is a specific name for a particular place.
Montezuma	-	Noun	A proper noun is a specific name for a particular place.
Nate	-	Noun	A proper noun is a specific name for a particular place.
Ngöbe	-	Noun	A proper noun is a specific name for a particular place.
Ojoche	-	Noun	A proper noun is a specific name for a particular place.
Organización Internacional del Trabajo	International Labor Organization (ILO),	Noun	A proper noun is a specific name for a particular place.
Palmarea	-	Noun	A proper noun is a specific name for a particular place.
Palmital	-	Noun	A proper noun is a specific name for a particular place.
Pérez Zeledón	-	Noun	A proper noun is a specific name for a particular place.
Pirgu Kriku	-	Noun	A proper noun is a specific name for a particular place.
Poder Ejecutivo	Executive Power	Noun	A proper noun is a specific name for a particular place.

Puerto Armuelles	-	Noun	A proper noun is a specific name for a particular place.
Puntarenas	-	Noun	A proper noun is a specific name for a particular place.
Quebrada Sarai	Sarai Creek	Noun	A proper noun is a specific name for a particular place.
Representación legal de las Comunidades Indígenas por las Asociaciones Desarrollo y como Gobierno Local	Legal Representation of Indigenous Communities by Associations Development and as Local Government	Noun	A proper noun is a specific name for a particular place.
Salitre	-	Noun	A proper noun is a specific name for a particular place.
San Antonio	-	Noun	A proper noun is a specific name for a particular place.
San Vicente	-	Noun	A proper noun is a specific name for a particular place.
Santa Cruz de Santa María	-	Noun	A proper noun is a specific name for a particular place.
Santa María	-	Noun	A proper noun is a specific name for a particular place.
Santa Rosa	-	Noun	A proper noun is a specific name for a particular place.
Sarai River	-	Noun	A proper noun is a specific name for a particular place.
serranías	delimitation	Noun	Delimitations are the characteristics that limit the scope and describe the boundaries of the study

Skra River	-	Noun	A proper noun is a specific name for a particular place.
sotacaballos (Zygia longifolia)	-	Noun	A proper noun is a specific name for a particular place.
Talamanca	-	Noun	A proper noun is a specific name for a particular place.
Térraba	-	Noun	A proper noun is a specific name for a particular place.
Ujarrás	-	Noun	A proper noun is a specific name for a particular place.
Universidad de Costa Rica	University of Costa Rica	Noun	A proper noun is a specific name for a particular place.
Ururi	-	Noun	A proper noun is a specific name for a particular place.
vado	ford	Noun	A ford is a shallow place with good footing where a river or stream may be crossed by wading or inside a vehicle.
Vista Dulce	-	Noun	A proper noun is a specific name for a particular place.
Yursuk	-	Noun	A proper noun is a specific name for a particular place.

Source: Researcher's creation

5.1.3.3. Glossary acronyms

Table 4

Glossary acronyms

Acronyms	Equivalent
CAT	Computer-Assisted Translation

MT	Machine translation
IBM	International Business Machines
TM	Translation Memory
TMS	
SWOT	Strengths, Opportunities, Weaknesses, and Threats
CTPU	Congress of Translation and interpretation in Uruguay
SDL TRADOS	TRAnslation & DOcumentation Software
TB	Termbases
QA	Quality assurance

Source: Researcher's creation

5.2 Trados analysis and evaluation

Based on the SWOT analysis mentioned in Chapter II and according to the investigation carried out in the first survey applied, it was relevant to adopt the more established CAT tools, and the total amount related to it was achieved. Therefore, it was necessary to determine which CAT tool use in this research. In section 2.2.4, Types of tools identified a few of the many CAT tools in the market. It could be mentioned Trados, Idiom, MemoQ, Wordfast, Omega T, memsource, among others.

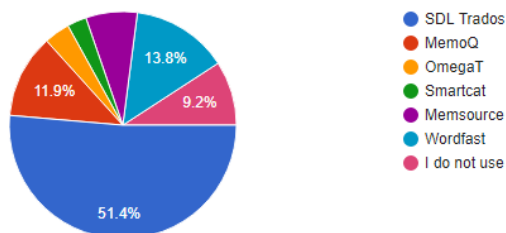
Graph 1 shows a pie diagram, which is a circle divided into parts. The area of each part is proportional to the number of data in each category. According to the data-centered to obtain the greatest CAT tool, the survey established that overall, in this case, SDL Trados obtained 51.4% that which is the majority percentage. Follows by 13.8% of Wordfast. In this first survey, the percentage represents the people who gave a particular answer. For this survey, it was established

interrogations, which were asked for more than 100 individuals. More of them were professional, and other students, people who have a kind of relation with the translation field.

Graph 1

Which CAT tool do you use more?

109 respuestas



Source: Researcher's creation

1. Which CAT tool do you use more?

SDL Trados 51.4%

MemoQ 11.9%

OmegaT 3.7%

SmartCat 2.8%

Memosource 7.3%

Wordfast 13.8%

I do not use 9.2%

In the graph, it can be evident that 54.4% represents 56 people that they use SDL Trados, 13.8% represents that 15 people use Wordfast. Then, 11.9% of 13 people who have used MemoQ, 9.2%, exemplifies ten people who have not used any CAT tool. The other percentages represent less than ten people. According to this analysis, it was chosen to study this CAT tool, called Trados.

Chapter II was developing a brief view of the CAT Tool TRADOS. According to the website (see Annex 1), this program is based on creating translation memories, where all the text that is translated will be saved in segment format. The process of using Trados is quite limited

because there are no established translation memories. The installation of the software is free and easy at the same time. An analysis of the interface was also performed to recognize how the tool works. Moreover, an image is included to explain how the most basic features of the tool work; this data was obtained by observing free videos and consultancy. Annex 1

Then, the implementation with the translation documents mentioned in the previous chapters. Through these inputs, it was possible to learn why this software has been leading the market for so many years and why most translation agencies prefer it for their projects. Furthermore, it was possible to know the basic functioning of the tool, translation memory, and a terminology database, two technologies that appear in most translation programs.

5.2.1 Trados analysis and evaluation *“Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” from Spanish into English. Ana Lucía Mora González*

When this tool was opened for the first time, there are many options to choose from. The one it will be used in this guide is the one in welcome view, and it is called Translate Individual Document. Once it is decided to translate the individual document, it has to choose the file that it will translate with the tool. The first document operated was “Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” from Spanish into English by Ana Lucía Mora González. Knowing the program's interface, a new project was created with the original document in “PDF” and Spanish. After choosing the file that it will be translated, it is necessary to choose what the languages of that document are. In this case, was choose Spanish as the source language and English as the target language. A translation memory was also created because, as mentioned above, none can be used in this project. A translation memory is a file in which segments or translation units are stored, and they can be reused in future

translations in different ways. If it is up to us to translate a sentence equal to or similar to one that was translated earlier, the program will bring it to the translation tool. Translation memories are always one-way and bilingual. If I translate for the same client in another pair of languages or reverse translation, I must have another translation memory file.

Trados will transfer the pdf document into a script shown in the left part of the screen (see Annex 2). As seen in annex 2, the translator is doing the translation for each segment to the right of the table. When the program finds an equal or similar sentence, it will copy it to the target segment. Then it will continue with the translation. Trados identified 10372 words and 532 segments (see Annex 3), but in this case, the text of origin contains very long paragraphs with complex Spanish grammar, generally difficult to read. Therefore, Trados does not recognize this series of words and will present the segment as an entirely new translation unit. In long texts with repetitive descriptions, the absence of a function capable of detecting sub-segments does the most tedious work and hinders uniformity in the translation of terms. It is important to mention, the original document in Spanish has 83 footnotes. Trados runs the footnotes or header will be treated as ordinary text and placed in the document as continuous text, so it is not easy to identify them.

When it is reached the end of the document, it is convenient to perform spell-checking and quality control before generating the translation for the client. The document that was generated has the same structured as the original. Although, as a first view was a mix between paragraphs, footnotes, or header, in the end, the product was amazingly organized (see Annex 4). As a second try, the document was uploaded in word format without the footnotes. It is noticeable at this moment that 660 segments are better to recognize (see Annex 5). Its order of the systems is clearer than before, but the final product does not have the same structure as the original.

As the document progressed, the translation memory was being fed and, at the same time, made suggestions in the system of fragments that could be used or were similar. A glossary

in the tool was constructed while the document was translated as it was seen in simple steps how to translate a document into Trados by getting the most out of its tools. The program has a million more options, but it is just a matter of going deep and investigating them.

5.2.2 Trados analysis and evaluation "*Teaches creative writing*" by Margaret Atwood.

The second document that worked was the one called "Teaches creative writing" by Margaret Atwood. Trados did not recognize the original document in PDF. As a result, the information that must be translated has to be copied into words. A new project was created with the original document in English. Then, the source language and the target language were identified.

Trados will transfer the pdf document into a script shown in the left part of the screen (see Annex 6). As seen in annex 6, the translator is doing the translation for each segment to the right of the table. Trados identified 6981 words and 1087 segments (see Annex 6). As the first translation was applied, in this document, there was no memory as well, so it was necessary to create one. The same process as in the first one was applied, and the results were an organized and complete translation. The translator's work was most necessary in the whole process.

5.3 Survey results

To understand this investigation, it will be necessary to have an analysis of the translation process as well as software. It is important to do some research and consider people's opinions to have a clear idea of the approach intended to study and demonstrate its importance.

An important investigation will be done with two different polls. More than hundreds of people will participate and will be applied to generate ideas about their opinion. It will be mentioned some important points that have been mentioned from the beginning. This research will

help to draw some conclusions. Individuals' opinions have a better understanding of the position of the topic and outcomes that it is necessary to achieve. This is how the survey will help in this investigation since the survey is created. The data obtained in this research is limited because of the inquiries of the survey. Although, the use of surveys is helpful to get more information from people.

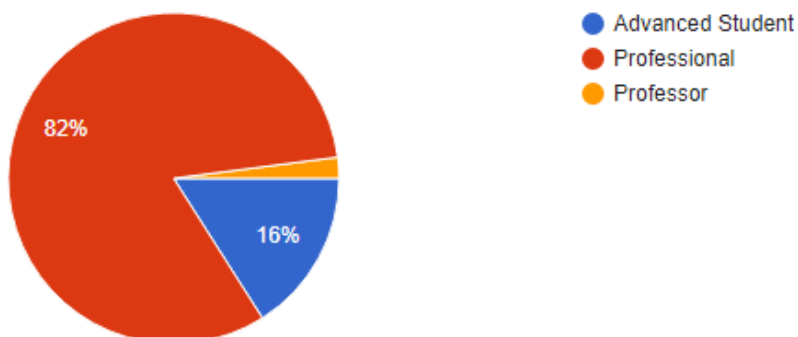
This second survey was conducted among social networks in pages where people related to translation. Survey research is a frequently used instrument to assess the use of CAT tools. This second small-scale survey was conducted among professional translators. For the current paper, it is wanted to look into the implementation of CAT tools by professional translators, Advance students, or professors and any potential influence of different translator profiles.

The general idea of survey research began with using electronic translation assistance with the least aid from professional translators' viewpoint. However, the focus will be an opportunity for better translation product quality or other improvements in the use. The current section will review the following surveys on CAT tool use and knowledge where more than two thousand people participated.

Graph 2

Choose your status

294 respuestas



Source: Researcher's creation

1. Choose your status

Advanced Student 16%

Professional 82%

Professor 2%

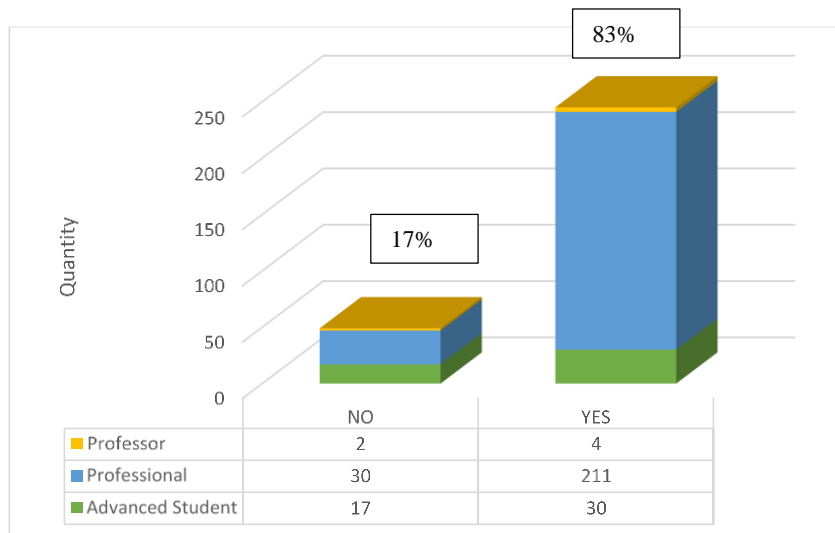
In graph 2, the survey conducts that the largest group of respondents the survey 82% represents 241 professional, followed by 16% that is 47 advance students, and just 2% of the people answer this survey were six professors. It suggested here that the participants were more professionals in the field of translation.

It is important to remind that the importance of the translator in these days of globalization is extremely important. That is why today, professionals from any field choose to study English and begin their work as a translator.

Graph 3

Do you use CAT tools?

294 respuestas



Source: Researcher's creation

2. Do you use CAT tools?

Yes 83%

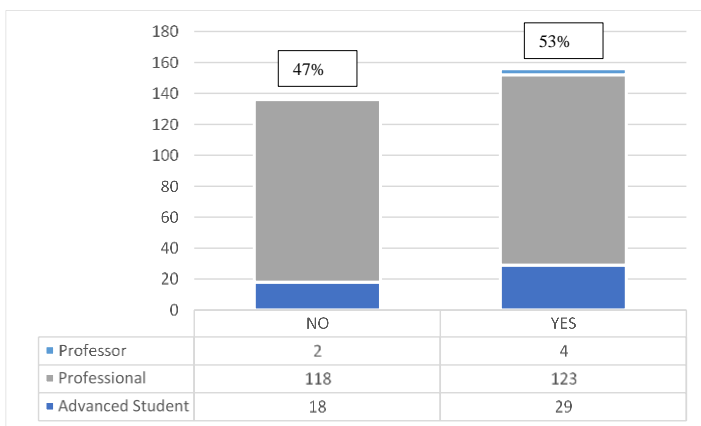
No 17%

Each professional has their areas of expertise. Although the field is chosen, almost all translators share something: the use of computer-aided translation programs called CAT Tool. In graph 3, the survey shows that 83% say that they use Cat tools in general, which represents 245 answers, and 211 of them were professionals, 30 students, and four professors. In the answer NO, 17% represents 49 of people who do not use a CAT tool, 30 were professionals, 17 students, and two professors. It is evident the relationship that is established.

Graph 4

Do you think translators MUST use CAT tools?

294 respuestas



Source: Researcher’s creation

3. Do you think the translator MUST use CAT tools?

Yes 53%

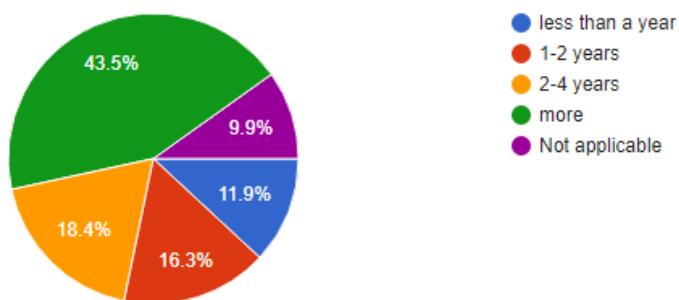
No 47%

In graph 3, the survey depicts that 53% say it is an obligation the used Cat tools in general, it represents 156 answers, and 123 of them were professionals, 29 students, and four professors. In the answer NO, 47% represents 138 people who do not use a CAT tool, 118 were professionals, 18 students, and two professors. That relationship is established.

Graph 5

How many years do you have using CAT tools?

294 respuestas



Source: Researcher's creation

4. How many years do you have using CAT tools?

Less than a year, 11.9%

1-2 years 16.3%

2-4 years 18.4%

More 43.5%

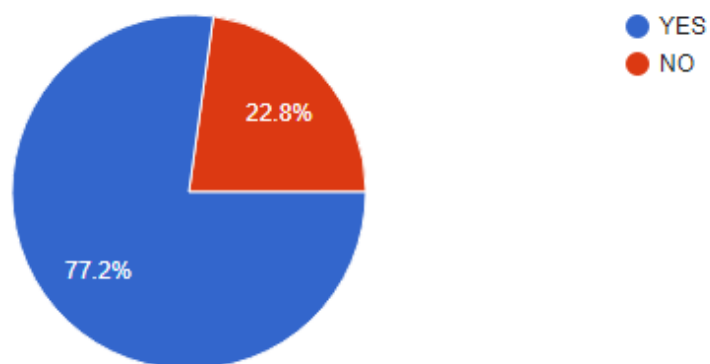
Not applicable 9.9%

In diagram 5, according to the responses of 294 participants, 43.5% say that they have more than four years of using CAT tools it is 28 answers. Following this, 18.4% more than two years, then 16.3% 1-2 years and less than a year 11.9%. This graph recognizes that people quite apply the use of technologies to improve their work.

Graph 6

Do you think CAT tools improve a translation?

294 respuestas



Source: Researcher's creation

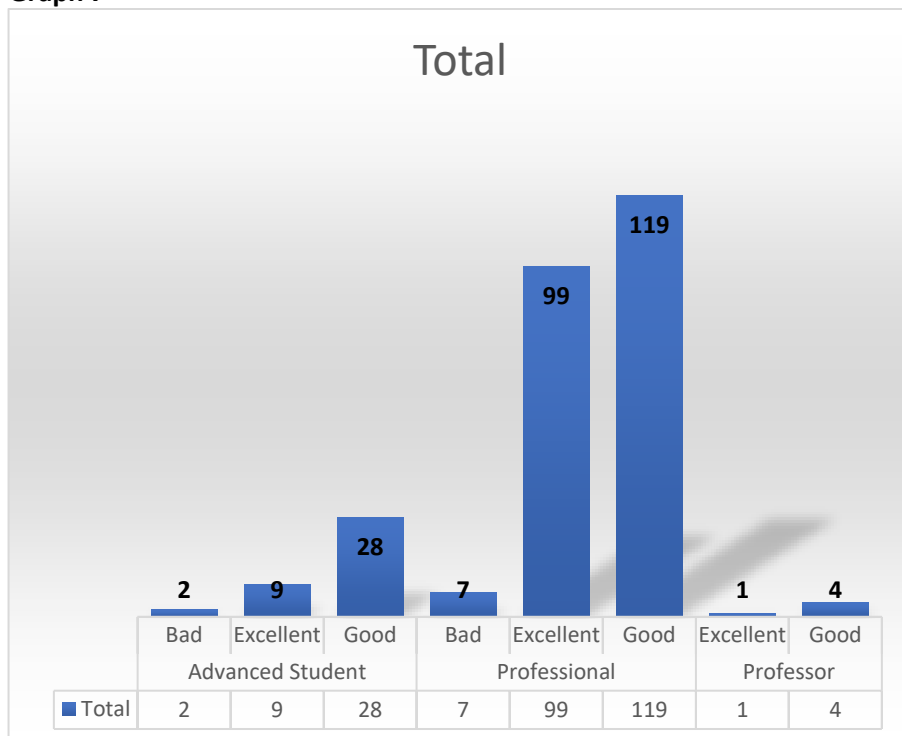
5. Do you think CAT tools improve translation?

Yes 77.2%

No 22.8%

Chart number 6 depicts that 77.2%, which represents 227 people, considers that a CAT tool consists of an interface from which a document is worked between the original and the translation. Therefore, a significant percentage thinks it improves and can help you in your career as a translator. On the other hand, just 22.8%.

Graph 7



Source: Researcher's creation

6. How was your experience using a CAT Tool?

Bad 3%

Excellent 37% %

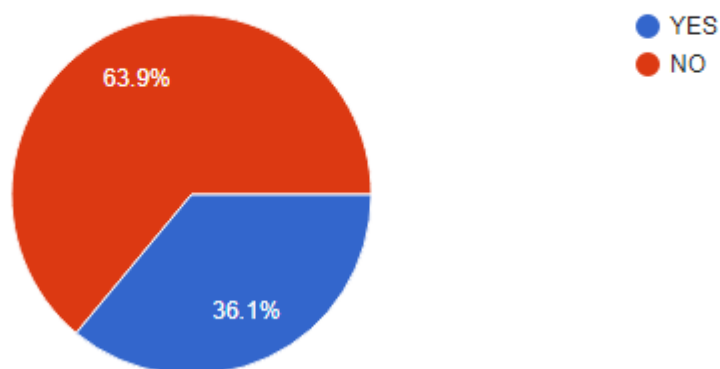
Good 51%

The translator's technology tools and work are not independent at all. Graph 7 shows that 99 professionals had had an excellent experience. Moreover, 119 had good involvement with the tool. In the case of advanced students, their results show that more percentage had had between good and excellent experience. It is noticeable that the minimum percentage is related to bad 3%.

Graph 8

Have you lost an opportunity because of the lack of CAT tools knowledge?

294 respuestas



Source: Researcher's creation

7. Have you lost an opportunity because of the lack of CAT tool knowledge?

Yes 63.9%

No 36.1%%

As it is noticed in (see Annex 7) nowadays, some companies require knowledge in CAT tools. Graph eight displays that 63.9 of people who answer the survey did not lose a job because of the lack of CAT tool knowledge. Contrary, 36.1% say that they lost an opportunity because young people or people, in general, are required to have experience before even had the opportunity to start in the world of work. Therefore, there is a paradox of credibility, as companies ask them to bring experience without even having started working.

TRADOS

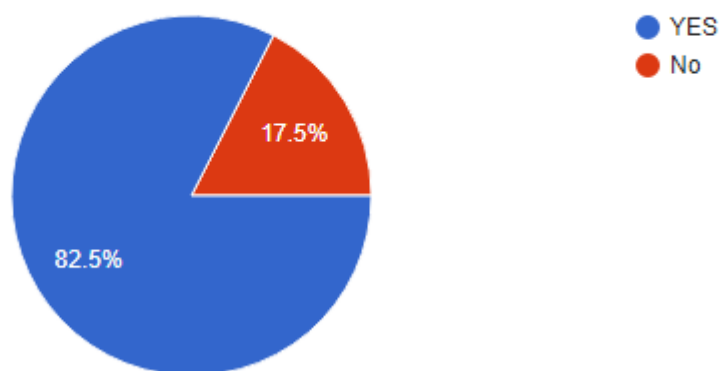
A second survey was made but specifically in the use of Trados. As it was identified as the most CAT tool used by the people who answered the first survey (see graph 1), it is necessary to know their experience specifically with it. This survey will also help reflect the current reality of translators, professionals, students, or professors, as well as their needs and expectations

around Trados. According to a 2004 survey by the Localization Industry Standards Association, Trados had an estimated 71% post in the global language service market. (Sponsors, 2008). Another important study el 75% of students admit that they know CAT tool but do not use or use them occasionally; according to the total number of students surveyed who have used them at least once, the percentage for SDL Trados turns out to be 12% that means it is not as knowledgeable as in other markets. (Valero Garcés y Tan, 2020)

Graph 9

Do you have any knowledge of TRADOS?

126 respuestas



Source: Researcher's creation

8. Do you have any knowledge of Trados?

Yes 82.5%

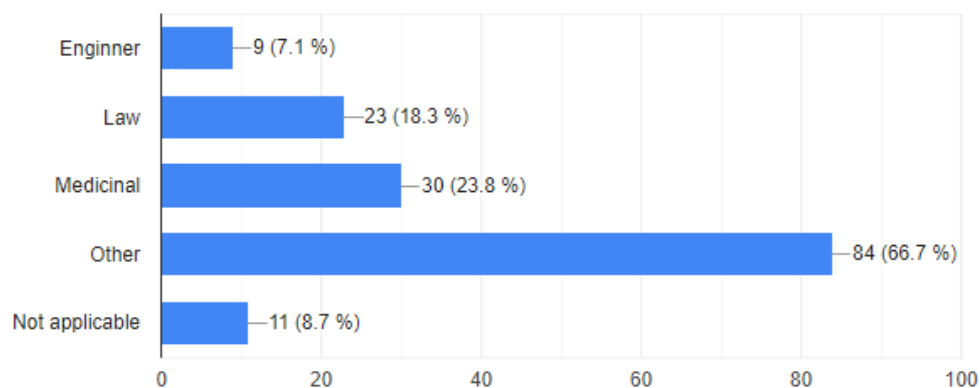
No 17.5%

Different from the results of Valero Garcés y Tan, people who participate in this survey recognize the majority of Trados. Graph 8 shows that 82.5% have information about the CAT tool in the study. Contrary, 17.5% mentioned that they do not have any knowledge.

Graph 10

What is your field of expertise?

126 respuestas



Source: Researcher's creation

9. What is your field of expertise?

Engineer 7.1%

Law 18.3%

Medicinal 23.8%

Other 66.7%

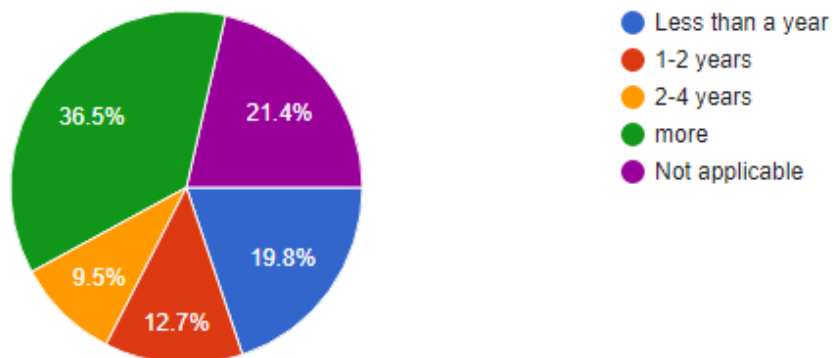
Not applicable 8.7%

As translators, when they have to reflect on the translation field, a crucial moment must be the one that demands the most. It is because if a translator has more than one area, they have more opportunities. It could materialize at the end of the degree in translation, at the end of the general translation course, or at any time of the professional career. Graph 10 shows that most people have no relation with Engineer 7.1%, Law 18.3% or even Medicinal 23.8% the last has the majority percentage.

Graph 11

For how long have you been using TRADOS?

126 respuestas

*Source: Researcher's creation*

10. For how long have you been using Trados?

Less than a year, 19.9%

1-2 years 12.7%

2-4 years 9.5%

More 36.5%

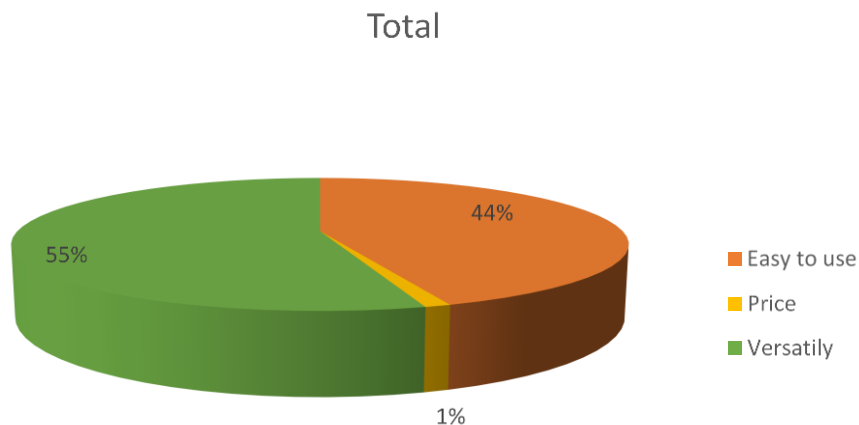
Not applicable 21.4%

In diagram 5, 9.5% say that they have more than four years of using Trados. Following this, 9.5% more than two years, then 12.7% 1-2 years and less than 19.9%. This graph recognizes that people quite use the use of Trados to develop their work.

Graph 12

What is the best aspect of TRADOS?

126 respuestas



Source: Researcher's creation

11. What is the best aspect of Trados?

Easy to use 44%

Price 1%

Versatility 55%

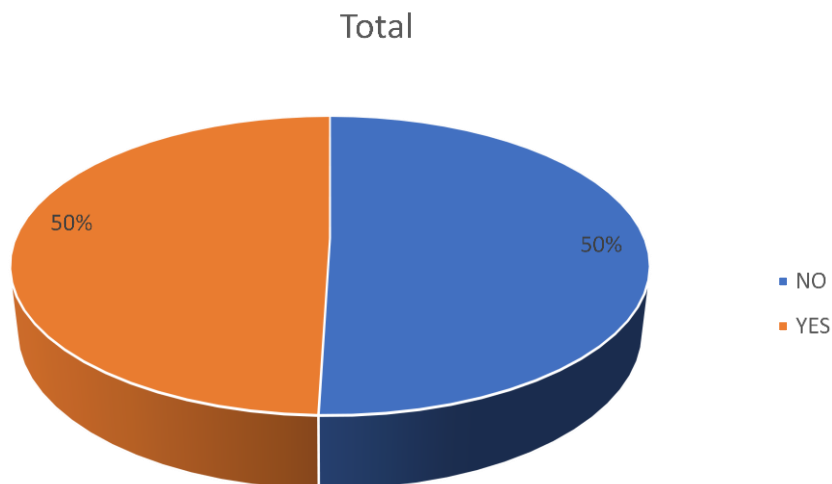
Trados is a well-known and very powerful tool. Diagram 12 depicts that the best aspect that people consider of Trados is versatility 55%. This value or feature is of great importance because it represents dynamic and can perform multiple tasks simultaneously. On the other hand, the second place is related to easy-to-use 44%. Even though there are many free Cat tools in the market, according to the price, it is said that Trados is one of the more expensive yet brings value to translators. Massimo Ghislandi mentioned:

They told us they justify the price of what they buy by asking, 'what return will I get out of using this purchase?' In other words, what are my 'cost-saving factors and which 'revenue-generating benefits can I take advantage of? (2021).

Graph 13

Do you recommend TRADOS over another CAT tool?

126 respuestas



Source: Researcher's creation

12. Do you recommend Trados over another CAT tool?

Yes 50%

No 50%

The answer to this question was interesting since 50% recommend Trados over another CAT tool, but 50% do not. People who answer use different tools, not just this one. Therefore, they can compare features and other important aspects and conclude this depends a lot on each person and its circumstances.

Chapter VI

Conclusions and Recommendations

6.1 Purpose of the Conclusion

The preliminary study of this thesis is a basis for the information presented throughout my professional career, so I am convinced of what I am doing, according to the expectations and tools provided to me by the School of English.

This translation process was an important factor to assist in the development of this project, using CAT tools or even manual. This chapter will provide some recommendations based on the results obtained from the analysis in general and specific knowledge related to the translation process. The answer to the research question posed at the beginning of this project will be presented in this section.

6.2 Conclusions

6.2.1 To identify CAT tools that the translator can apply for improving his efficiency and be more competitive.

The global revolution and the basic multilingual society Cat tool are nowadays an important feature and almost obligatory, as seen in many job adverts when it is noticeable the necessity of experience in this kind of software. The main purpose of identifying a CAT tool is first to understand how much software people can find in the market. It can be seen. Furthermore, the research identified several CAT tools to be applied to the translation process. Then, with the application of a survey, confirm which technology is mostly used.

As was said before, one of the instruments applied was the survey. Through the survey, can obtain actual and consistent data on the behavior of individuals in various actions. It will

perform a general translator's point of view to help the research choose to improve the translator's work and his efficiency to be more competitive.

The following conclusions are drawn from the survey carried out, which depicts that Trados is the CAT tool useful in this research. As was mentioned in chapter V, Trados is the CAT tool that people prefer. It is considered the most versatile tool, which refers to adapting quickly and easily to different functions. For that reason, it is a highly appreciated feature. Then, one important aspect shown in the survey is that it is easy to use, it is designed to be intuitive, and people can get started as soon as possible.

6.2.2 To apply one CAT tool in the development of a translation to understand and apply for its assistance.

This project develops the translation process in two documents. The main purpose of the first translation was to assist a workbook with the translations of some chapters extracted from it. This book was written in English.

The goal of the second translation was an important University magazine with some specific information related to Public Policies and Conflicts over water in the two Indigenous Territories of Costa Rica.

The main purpose of these communicative translations was to provide information regarding a specific topic. At the same time, both documents describe a scenario to react in the target language reader.

Initially, the first technique applied to understand the meaning of the texts was general reading—this helps to get the author's gist, as Newmark quoted (1988). To perform a general reading, the researcher can read other sources, books, textbooks, articles, dictionaries, and other papers.

Although general reading is relevant to expand knowledge and understand the subject and concepts, the researcher is well conscious that the close reading method is a significant help to be more familiarized with the text meaning, specific terms, and their meaning. As cited in chapter II, this method is required for any challenging text to understand words in and out of context (Newmark (1988)).

Chapter III has presented some instruments that were used in this study. The first instrument made was a text analysis chart, which allowed the researcher to recognize the characteristics of both documents. This chart contains the text style, scale of formality, scale of generality or difficulty, scale of emotional, tone, text function, and type of translation. These features were well known within the documents.

Additionally, in Table 1 of Chapter III, the researcher depicts the translation techniques applied in both documents. That means the researchers used seven translation techniques in the development of this investigation. Those techniques are noticeably recognized in Chapter V using the color-coding system, in which each technique are represented with a specific color: yellow for transpositions, green for modulations, gray for omissions, red for amplification, light blue for explicitations, purple for a literal translation, and orange for punctuation changes. These techniques were applied to both translations documents; both texts have specific terminology or concepts that did not require modification.

Both translations have their complications using CAT tools. In the case of "Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica," Spanish into English was a big challenge. The original document has many footnotes and long paragraphs, as was mentioned in Chapter IV. Long paragraphs with few dots, so the segments are usually quite long, which penalizes when it comes to obtaining a more useful translation memory.

The lack of a translation memory was another important fact. As mentioned in chapter II, a translation memory is a database in which before-translated phrases, paragraphs, or text segments are stored. Those entries or segments stored in the translation memory include the original language (source language) and translation (target language). These combinations are called translation units. Since the absence of these units, there were not automatically suggest identical or partial matches stored in both documents, which were translated. One important aspect of translation memories is to help in the localization process by significantly improving the quality, speed, consistency, and efficiency of each translation job. It is important to mention that the tool did a better order with the document uploaded in word than in pdf.

The second translation, called "Teaches creative writing" by Margaret Atwood, was more organized, but the same issues as the first one were encountered.

6.2.3 To evaluate the effects that one CAT tool has through translation techniques for showing the opportunities they offer in a professional's activity in translation.

The following conclusions are apparent from work carried out to evaluate the use of the Cat tool Trados. The researcher found that it is necessary to perform both a general and close reading to become familiar with certain terms related to the texts.

It is concrete that Trados, which was the CAT tool used in this research, based diagnostic based on Strengths, Opportunities, Weaknesses, and Threats was carried out has positive qualities. As it was mentioned, the research used diverse instruments to accomplish accurate results. According to the surveys, it is recognized that Trados is one of the most useful tools that people prefer.

Analyzing the effect of the translation procedures using Trados even though there was no training, the process was friendly. The result demanded detailed work since the investigator had to consider many aspects when the documents were being translated.

After the deep analysis performed on both documents, the researcher can conclude that Trados is one of the most used CAT tools, which presents some advantages as it indicates an id or numbering. This can be a benefit to give references in the project progress report per line. Another important fact is a memo, which increases consistency and productivity. The same sentence has to be translated once because there is an autosuggest. This tool suggests terminologies, and it generates a glossary. It saves time and increases propagation consistency when there are identical terms. The source format is marked by tags that allow to save time and focus on the translation.

It is important to do things right from the first moment to avoid problems in the future. In summary, they were applying the tool and all the different translation techniques permitted evaluating the results obtained. The researcher was able to compare the manual translation and the one using a CAT tool even though Trados saves time and avoids searching for concepts. As well, it avoids unnecessary terminology variations that can confuse the reader. It was extremely important to carry out additional research before translating both texts. In this way, all the terminology or expressions was very clear to start the task. One important aspect, all the translation techniques are necessary to reach naturalness in a text.

After reading both documents, the researcher recognized some terms that were not familiar; consequently, the creation of glossaries was a helpful tool for the investigator; it was produced a glossary for English terms that contains 17 words and the one for Spanish terms that contains 102 words. In addition, they include the grammar function and a short definition for

each term; this instrument simplified the investigator's work, and it could serve as a tool for upcoming students in case the vocabulary results are unknown for them.

According to Trados site (2020), nowadays more than 200 of the world's top universities uses translation system and have incorporated it into the curriculum of their translation courses. This provides a continuous stream of talented new professional translators who are already proficient in using the industry-standard software tool.

6.3 Restatement of the Research Question

The conclusions emerge from the work carried out: the present work has framed it within the translation and has been approached from a scientific and empirical point of view. This research aimed to analyze the strategies used in a CAT tool and the translation of two documents mentioned above. In conducting the analysis, it was observed that the most used strategy was the literal translation, while sometimes the use of dynamic translation was applied. The adaptation was applied in some 20 pages each approximately, in which the translation had also been applied. Translation and adaptation can be mixed without altering the narrative purpose of the books.

To get a good translation, a quality translation, one of the most important steps is documentation. You must know very well where, and how to search, and how to make resource selection. The information that is reach will then depend on the outcome of our work in the final text. The more the resources used to document themselves, the higher the quality of our translation. It is also noticeably clear that all types of resources in searchable and how they are used to make the search for information successful.

Sometimes, when a translator faces a particular text to be translated into some subject you are not familiar with or talked about little, you may think you do not have enough material or that your search will be complicated. Even if it sometimes seems like it, on the contrary, there are

numerous sources of information on many topics. You just have to dedicate the time needed to the citations to find all the material needed because there are so many resources and many kinds.

When looking for a theoretical translation resource, translators should always try the source of information before neglecting it. The translator may confront sources that, at first look, will not solve their complications or are not specialized within the scope of your text. However, sometimes you will encounter fonts intended for another field to find the information you need.

Translators are aware that the small sample gives the biggest limitation of this study. However, as it is said from the beginning, it has justified the conduct of this research given the short journey covered in empirical research in translation. It is necessary to carry on this research in this target to improve translation and translator competencies.

When the translator starts his work, he faces difficulties, and as occurs in life, every problem always explains. You have to know how to look for answers to our questions and to reach our goals, and to do so, in the case of the hypothetical translation, you have to know how to document yourself and evaluate the resources available to you.

Nowadays, it can see how this involves many mistakes. It is recognized that a translation cannot be isolated or precise in the sense of formal equivalence because this is what translation machines attempt to do. At the same time, the formal is the way the translator conveys the source unit text word by word. Understanding that and referring to the concept of equivalence, such as dynamics techniques, also known as functional equivalence, implies the translation as its expression in the source unit text.

6.4 Unexpected Results

Conceptually you could translate the document without loading any translation memory; you do not understand what memory has to do with all this.

Segmentation rules from translation memory, therefore, if you deem training necessary. Some tools allow you to define how to segment a text (after the comma, after the semicolon, segmentation exceptions, etc.), but in Trados, it is not clear at all. The memory is segmented perfectly because the translator creates that, but the source text is not segmented, as it would like.

6.5 Recommendations

According to the study, this chapter offers a list of recommendations based on the investigation achieved by the student; these might be beneficial information for future students, investigations on this topic.

It is important to follow every single step once having the texts that will be translated. This will reduce the time; identify all their characteristics since they will determine the type of translation that needs to be developed. This will set a logical order to the sequence of the translation process. It is important to note that certain conditions in the translation are not probable to reach a fruitful and natural translation without a clear understanding of the topics.

It is very important to have an understanding of each of the translation processes. As a significant recommendation, it is necessary to do instruments that will make things easier for the investigator's work, such as a text analysis chart, a color-coding system, and glossaries including unknown terminology of both texts. The above will be useful to perform a job avoiding very literal translations.

Additionally, time is an important obstacle in the elaboration of this thesis. Based on the know-how of the elaboration of this project and the development of the translations, it is pertinent

to comment that time meant difficulty for the investigator when performing this investigation. This thesis demanded lots of time in the elaboration of these translations and the investigation of the CAT tool as well. There are many reasons. The source was not familiar to the translator, so the researcher recommends, as was said before, to make a general and close reading. Newmark (1988) explains that a general and close reading is necessary to get a better viewpoint of the topic and the author's intention of the source text.

In the case of using the CAT tool, training or otherwise spending much time on self-training is recommended. However, this will require efforts that can be solved by paying for training with experts. A translator should have this knowledge since nowadays many companies ask for our recruitment requirements, and one is the use of a CAT tool.

CAT tool can also be used to pass the spell checker or do file reviews. Alternatively, to review the final document without looking at the original, especially at the format level, is a simple way to use it if the interface is not well known.

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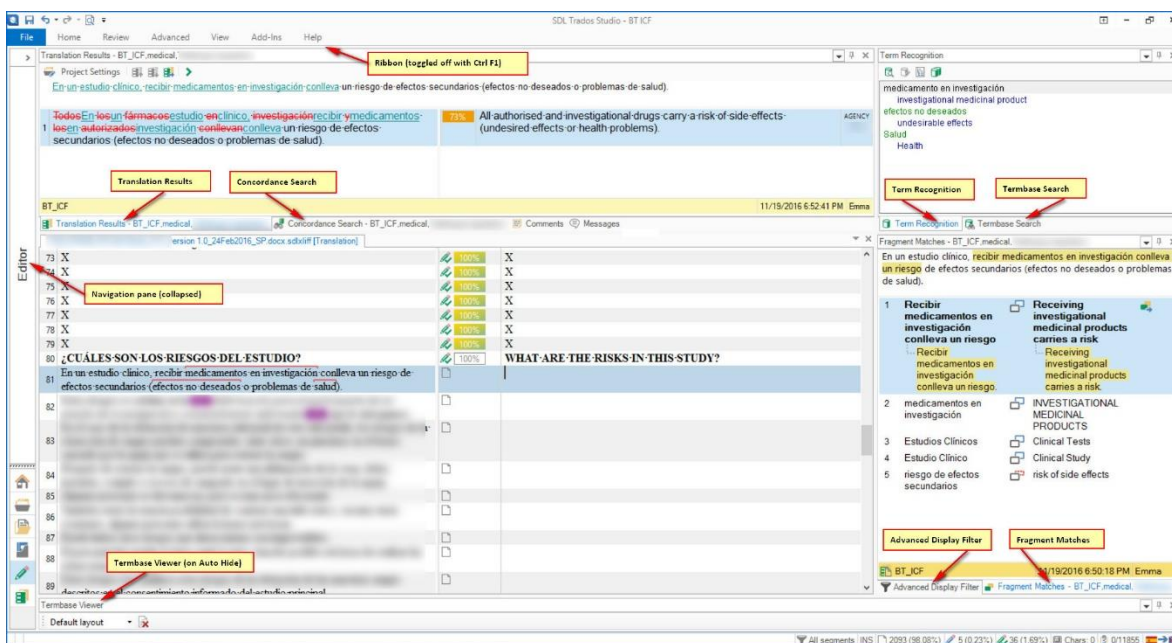
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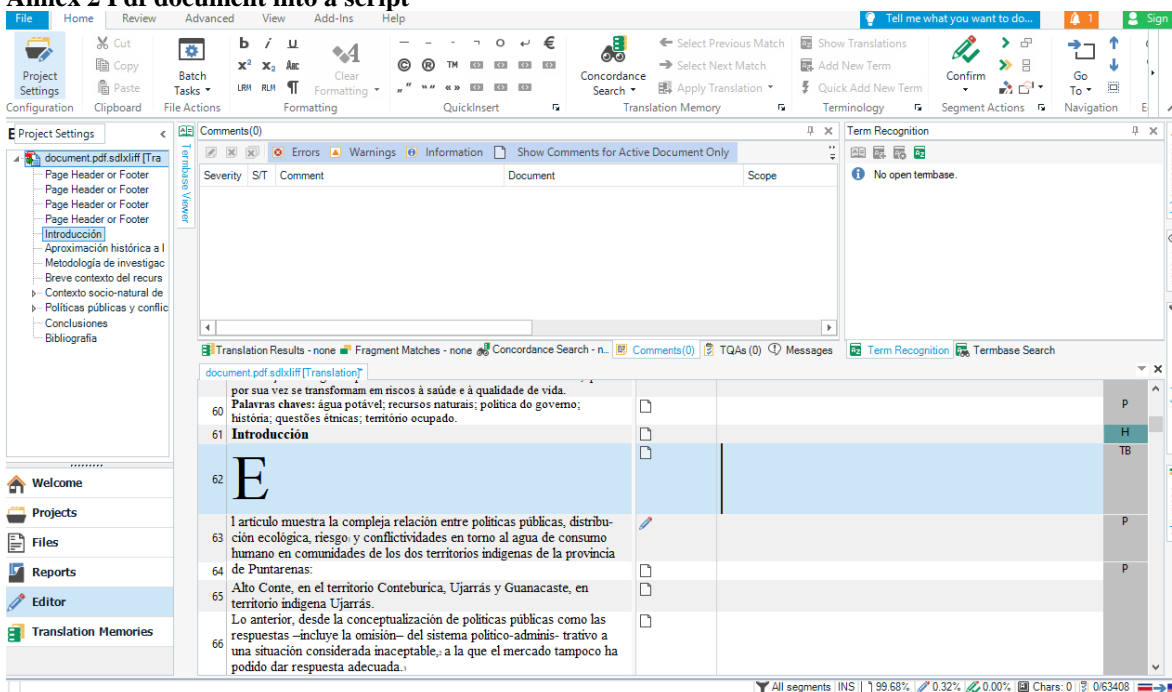
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Annex

Annex 1 Trados Interfaz



Annex 2 Pdf document into a script



Annex 3 Segments

File Home View Add-Ins Help
Tell me what you want to do...
1
Sign In

Project Settings Configuration
Print
Print Preview
Page Setup Report
Save As
Delete

R Project Settings

Group by languages

- English (United States)
- Analyze Files 4/14/2
- Analyze Files 4/14/2
- Analyze Files 4/14/2
- Pre-translate Files 4/

Group by

Languages

Report types

- Welcome
- Projects
- Files
- Reports
- Editor
- Translation Memories

AdaptiveMT with Learnings											
		0	0	0	0.00%	0	0	0	0	0.00%	0
Total		532	10372	63408	100%	1245	0	0	0	0.00%	572
File Details											
File	Type	Segments	Words	Characters	Percent	Recognized Tokens	Repaired words	Fragment words (whole TU)	Fragment words (TU fragment)	AdaptiveMT Impact	Tags
document.pdf.sdlxliff	PerfectMatch	0	0	0	0.00%	0	0	0	0	0	0
Chars/Word:6.11											
	Context Match	0	0	0	0.00%	0	0	0	0	0	0
	Repetitions	107	266	6067	2.56%	135	0	0	0	0	23
	Cross-file Repetitions	0	0	0	0.00%	0	0	0	0	0	0
	100%	0	0	0	0.00%	0	0	0	0	0	0
	95% - 99%	0	0	0	0.00%	0	0	0	0	0	0
	85% - 94%	0	0	0	0.00%	0	0	0	0	0	0
	75% - 84%	0	0	0	0.00%	0	0	0	0	0	0
	50% - 74%	0	0	0	0.00%	0	0	0	0	0	0
	New/AT	425	10106	57341	97.44%	1110	0	0	0	0	549
	AdaptiveMT Baseline	0	0	0	0.00%	0	0	0	0	0	0
	AdaptiveMT with Learnings	0	0	0	0.00%	0	0	0	0	0.00%	0
Total		532	10372	63408	100%	1245	0	0	0	0.00%	572

Annex 4



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Costa Rican Section

**Water for some communities and for others
no. Conflicts and contradictions over water
consumption for humans in the Ujarrás
territory and Conte Burica, Puntarenas, Costa
Rica**

**Public Policies and Conflicts Over Water
in Two Indigenous Territories in the
Province of
Puntarenas, Costa Rica**

**Água para uns e não para outros. Conflitos
e contradições em relação à água para
consumo humano nos territórios de Ujarrás
e Conte Burica, Puntarenas, Costa Rica**

*Ana Lucía Mora González**

Resume: This article presents a first approach to the analysis of the relationship between public policies and conflicts over water for human consumption in three communities belonging to two indigenous territories in the province of Puntarenas: the Alto Conte community in the Ngäbe Conteburica indigenous territory and the communities of Ujarrás and Guanacaste, in the indigenous

Annex 5 Word format

The screenshot shows the Trados Studio interface for Annex 5. The main window displays a list of translation segments in a Word document format. The segments are numbered 632 to 660 and contain Spanish text. The interface includes a menu bar, a toolbar, and a sidebar with 'Project Settings' and 'Term Recognition' panels.

Segment ID	Source Text	Target Text	Status
632	document.pdf.adxliff[Translation] El artículo muestra la compleja relación entre poblaciones públicas word.docx.adxliff[Translation]		P
633	en la distribución ecológica inequitativa, ya que ambos territorios		P
634	tienen fuentes idóneas de donde se abastecen acueductos que abastecen poblaciones		P
635	no indígenas fuera de los territorios, mientras que dentro de los territorios		P
636	varias poblaciones no tienen acceso a suministros de agua de calidad potable		P
637	Dicha desigualdad causa, como principal impacto, que las fuentes extraídas permitan		P
638	el progreso económico y la seguridad sanitaria en poblaciones fuera de los		P
639	territorios, mientras que expone a las poblaciones indígenas, excluidas, a riesgos		P
640	sanitarios que afectan su calidad de vida y limitan sus posibilidades de progreso		P
641	humano y económico.		P
642	Asimismo, se reconoce que ambos territorios, a pesar de sus diferencias		P
643	culturales, experimentan dificultades socioeconómicas y socioambientales que		P
644	ponen en peligro la sobrevivencia, a largo plazo, de su población.		P
645	Lo anterior,		P
646	posiblemente no solo se asocia a su localización en zonas de difícil acceso y con		P
647	limitadas vías de comunicación, sino debido a su extrema posición periférica		P
648	respecto a los focos de desarrollo de inversión pública.		P
649	Finalmente, en ambos casos se reconocen conflictos al interior de las propias		P
650	comunidades.		P
651	En el caso de Ujarás se identifican conflictos debido a la		P
652	usurpación de las tierras por personas no indígenas y conexiones ilícitas en Ujarás,		P
653	así como limitaciones en las capacidades de abastecimiento del acueducto,		P
654	lo que ocasiona divisiones al interior del propio territorio.		P
655	Mientras en el caso de		P
656	Abá Conté, el conflicto interior fundamental deriva de los procesos de aculturación		P
657	que han llevado a intentar concebir como privados y capitalizables bienes		P
658	comunes clave para sobrevivencia de las comunidades indígenas.		P
659	No obstante,		P
660	ambos territorios conciben en su confrontación legal con el AYA para garantizar		P
661	el derecho humano de acceso al agua potable.		P

Annex 6

The screenshot shows the Trados Studio interface for Annex 6. The main window displays a list of translation segments in a Word document format. The segments are numbered 1059 to 1087 and contain English text. The interface includes a menu bar, a toolbar, and a sidebar with 'Project Settings' and 'Term Recognition' panels.

Segment ID	Source Text	Target Text	Status
1059	the story?		P
1060	Which felt most natural?		P
1061	Most		P
1062	compelling?		P
1063	* If you're at work on a novel or longer project,		P
1064	apply this exercise to your work in progress.		P
1065	Choose a major event in the book that you're		P
1066	working on.		P
1067	From whose point of view did		P
1068	you write it originally?		P
1069	On a blank page or		P
1070	document, try writing about that same event		P
1071	from a different character's point of view;		P
1072	push yourself to write the entire event from		P
1073	this different viewpoint .		P
1074	What differences did		P
1075	you discover in how this character experienced		P
1076	or recounted the event?		P
1077	Did retelling		P
1078	the event through their eyes change the way		P
1079	you understood it?		P
1080	Don't worry if this point		P
1081	of view doesn't find its way into a final draft.		P
1082	As Margaret says, make your own rules and		P
1083	discard the rest.		P
1084	But try to stay open to the		P
1085	way handling the narration to a different		P
1086	character deepens and complicates your		P
1087	understanding of the events of your story.		P

Annex 7

No SIM 21:20

facebook

TRANSLATION JOBS WORLDWIDE ...
Shumin Kiushita • 13m •

Hi Guys,
We are looking for Chinese translator with the details as below:
Language pair: English - Chinese
Volume: 3220 words
Expertise: Marketing, Game, Medical.
Tool: Trados or any tool is preferred.
If you are interested in our project please send us your CV and your rate via:
jane.nguyen@expertrans.com
Thank you!

1 1 Comment

Annex 8 Survey I

Which CAT tool do you use more?

This is a survey in order to recognize which CAT tool is the most used.

***Obligatorio**

1. Which CAT tool do you use more? *

Marca solo un óvalo.

- SDL Trados
- MemoQ
- OmegaT
- Smartcat
- Memsource
- Wordfast
- I do not use

Annex 9 Survey II

How much do you know about a CAT tool?

*Obligatorio

1. Choose your status *

Marca solo un óvalo.

- Advanced Student
 Professional
 Professor

2. Do you use a CAT tool? *

Marca solo un óvalo.

- YES
 NO

3. Do you think translators MUST use a CAT tool? *

Marca solo un óvalo.

- YES
 NO

4. How many years do you have using a CAT tool? *

Marca solo un óvalo.

- less than a year
 1-2 years
 2-4 years
 more

5. Do you think a CAT tool improve a translation? *

Marca solo un óvalo.

- YES
 NO

6. How was your experience using a CAT tool? *

Marca solo un óvalo.

- Excellent
 Good
 Bad

7. Have you lost an opportunity because of the lack of CAT tool knowledge? *

Marca solo un óvalo.

- YES
 NO

Annex 10 Survey III

TRADOS

*Obligatorio

1. Choose your status *

Marca solo un óvalo.

- Advanced Student
 Professional
 Professor

2. Do you use a CAT tool? *

Marca solo un óvalo.

- YES
 NO

3. Do you have any knowledge of TRADOS? *

Marca solo un óvalo.

- YES
 No

4. What is your field of expertise? *

Selecciona todas las opciones que correspondan.

- Engineer
 Law
 Medicinal
 Other

5. For how long have you been using TRADOS? *

Marca solo un óvalo.

- Less than a year
 1-2 years
 2-4 years
 more

6. What is the best aspect about TRADOS? *

Marca solo un óvalo.

- Easy to use
 Price
 Versatily

7. What is the best aspect about TRADOS? *

Marca solo un óvalo.

- Easy to use
 Price
 Versatily

8. Do you recommend TRADOS over other CAT tool? *

Marca solo un óvalo.

- YES
 NO

Annex 11 Original Text “Teaches creative writing” by Margaret Atwood.

Margaret became a writer because she was an avid and early reader. She grew up in the North Woods, where there were few other forms of entertainment (and no running water). As a child she wrote comics and little stories, and founded a puppet troupe in junior high.

She began writing seriously when she was 16 years old. Though Margaret wanted to go to journalism school, some people told her that, as a woman, the only newspaper assignments she'd be offered would be the obituaries or fashion pages. Since that wasn't the kind of writing she wanted to do, Margaret revised her dream about how to become a writer: she would move to Paris and live in a garret. But in reality she made the more practical decision to pursue a graduate degree and was accepted to Harvard (where, she jokes, she had more time to write than she would have had in her imagined Parisian garret).

Margaret's first book of poetry, *The Circle Game*, won the Governor General's Award, a major Canadian literature prize, in 1966. Her first novel, *The Edible Woman*, was published three years later by McClelland & Stewart. Since then, she has gone on to publish 15 novels, in

additional to other volumes of poetry, drama, and nonfiction.

Published : tipo letra

Margaret never writes from ideas—she believes that ideas are discovered later by readers, once a book has been written. She writes from characters, voices she’s heard, scenes, even objects.

Margaret starts by handwriting because she finds it generates a flow from her brain to her hand to the page. Then she transcribes these pages to typed ones, editing as she goes in a “rolling barrage” method that allows her keep what she’s just written fresh in her mind. She waits until she has about 50 or 60 pages before she begins to think about structure. Margaret describes her own process as “downhill skiing”: she writes as fast as she can, and then goes back later to revise (to literally re-“vision”) what she’s got down.

Every writer works in a different way. Some writers work straight through from beginning to end. Others work in pieces they arrange later, while others work from sentence to sentence.

“The wastepaper basket is your friend,”

as Margaret likes to say, so don't be afraid to try out different techniques, voices, and styles. Keep what works for you and discard the rest. Your material and process will guide you to your own set of rules.

The main thing that keeps people from writing is fear. If you have felt fear about writing, try to identify it. Are you worried it won't be good? That a family member might read it? That you won't be able to finish your book? If you name your fear and then deal with it, Margaret says, the door will open for you.

Learn More

- Margaret encourages you to find your own process and stresses that a fruitful writing process will be different for each person. Read this sampler of writing books by writers at Lit hub to get more ideas you can test out during this class.
- Check out the weekly writing prompts at “The Time Is Now” from Poets and Writers magazine. The magazine posts a new poetry prompt Tuesdays, a fiction prompt Wednesdays, and a creative nonfiction prompt Thursdays to help you turn a blank page into a potential draft.

- Writer’s Digest posts regular creative writing prompts and is a trove of other resources for both new and experienced writers.
- Awesome Writing Prompts is an ongoing list of just that. Scroll through and bookmark ones you’d like to try out.
- If you’re data-oriented or have set word count goals, you may want to check out 750words.com, which tracks your daily writing, distraction, and other metrics.

Assignment

- In your notebook, take inventory of your current writing process. Do you have an established writing routine? A certain time of day or place you are most productive? Conversely, are there conditions that make it hard for you to write? If you haven’t written in a while, think back to a past writing experience: What methods or conditions worked for you then?
- Next, based on this inventory, write down a specific process or method goal you’d like to accomplish during this class. It can be related to time (“Write 30 minutes every day”) or word count (“Write 1000 words a day”), or it can be something less quantitative (“Sit down

at my writing desk and open my notebook each morning"). Feel free to borrow one of Margaret's methods: try writing longhand if you tend to use a word processor, or if you find yourself editing as you go, try out the "downhill skiing" method. Though Margaret doesn't always follow a routine, setting routine-based goals for yourself can build your writing practice into a habit and help you complete a novel-length work.

- Finally, write about any fears you have about writing. Be as specific as you can. Then, on a new page, write about how you might face that fear—whether it's as specific as finding a trusted reader or writing under a pen name to offer you artistic freedom.

Chapter Review

Every story is made up of both events and characters. A story happens because a pattern is interrupted. If you are writing about a day that is like any other day, it is most likely a routine, not a story.

In order to be a story, something has to happen. We call what happens in a novel the plot. Your plot might involve a threat from outside or a threat from within. Or, as Margaret demonstrates with her permutations

of John and Mary, you might combine those.

- John and Mary are living happily in their split-level with two cars. And then one day, a strange green light is seen in the sky. And a canister descends to Earth right behind their house, and out of it comes a tentacled monster.

- John and Mary are living in their split-level bungalow but then Mary discovers that John is cheating on her.

- John and Mary are living in their split-level Bungalow. Then John discovers that Mary is mysteriously absent during parts of the night and has developed an alarming tendency to sleep in the bathtub with all the curtains drawn. What has happened? What are those strange white fangs that have appeared? Could it be that Mary is a vampire? What is John going to do?

And what about the children? Have they inherited this tendency or not?

- John and Mary live in their split-level bungalow with their dog called Samuel and their cat called Charlotte, and their three wonderful children, but they're running out of money. What are they going to do?

"I know," says John. "Let's rob a bank."

No matter what combination of events you knit together to make the plot, each should be compelling and significant enough to pull your reader into the story and make them wonder what will happen next.

Each story is made up of “building blocks” from other stories that have come before it, so part of your job as a writer is to know those building blocks so you can construct your own stories. Every culture has its own set of story building blocks. Margaret invites you to think of a giant Lego set you can break apart to build your own.

In Western anglophone culture, those building blocks include Greek and Roman mythology, indigenous stories, the Brothers Grimm fairy tales, and the Bible. Much of English literature, especially that published before 1940, is in conversation with the Bible, and if you’re writing in English, Margaret encourages you to familiarize yourself with these narrative building blocks.

Literature is a long and contiguous conversation, each story linked to hundreds of others that came before it and those that will follow it.

To “get the joke,” as Margaret says—to understand an update or retelling—you need to be

familiar with the original story. Margaret offers the film *Maleficent* (2014) as an example of such a retelling. In this update of the *Sleeping Beauty* fairy tale, the prince is a dud, and the true love's kiss required to break the sleeping spell comes instead from *Sleeping Beauty's* surrogate mother, *Maleficent*.

Learn More

- Bookmark and review this extensive list of folktales and legends and their cultural origins compiled by folklore scholar D.L. Ashliman. How many were you familiar with? In your notebook, write down several that interest you as possible building blocks for a retelling of your own.
- Watch this “Talking Volumes” conversation in which Margaret discusses women’s roles in the Grimm fairy tales and how these tales have been appropriated at different cultural moments throughout history.
- The Bible is a huge collection of many different kinds of writing and stories. Some of it is poetry, some sayings or proverbs, some narratives. Margaret recommends Jack Miles’s book *God: A Biography* as one of the best and most accessible books about the Bible as literature

for general readers. But which stories you may wish to draw upon will depend on the story you yourself are telling.

For *Alias Grace*, which is about a woman who either was or was not guilty of murder, but was accused and convicted, Margaret used *Susannah and the Elders*, an early mystery solved by Daniel. (This story is in the Roman Catholic Bible and in the Apocrypha for Protestants. Daniel is perhaps the earliest Sherlock Holmes, having also solved the mystery of the talking statue. Margaret also used Matthew 23:27, one of the pithier sayings of Jesus: “Woe unto you, scribes and Pharisees, hypocrites! For ye are like unto whited sepulchres, which indeed appear beautiful outward, but are within full of dead men's bones, and of all uncleanness.”

For *The Year of the Flood*, which has to do with a green religion and thus animals and plants, Margaret used the Creation story, Noah and the Flood, Psalm 104, and various references to birds, whales, plants, and so forth. She referenced *The Green Bible* (HarperCollins 2011), which is a compilation of the 1,000+ references to the earth in the Bible.

Here are some of the stories Margaret considers essential: Creation, Cain and Abel, the Flood, the Exodus from Egypt, Joseph and his Brethren and the aftermath, Samson and Delilah, the Book of Job, David and Bathsheba, Solomon and the Queen of Sheba, the Babylonian Captivity, Jonah and the Whale.

From the Christian cycle she recommends that you read the birth, ministry, crucifixion, and resurrection of Jesus. Many writers are also now drawing on less prominent stories, especially those about women: the story of Dinah, for instance, and Jephthah's Daughter, and David's daughter Tamar, raped by her half-brother.

Assignment

In your notebook, make three lists:

- Ten events that might spark a story. They don't have to be big: these could be things that happened to you or someone you know, or items you read about in the news.
- Ten characters. These might be characters you've already worked with, people you've seen but never spoken to, or perhaps historical figures that fascinate you.
- Ten story "Legos": folktales, fairy tales,

myths, or maybe family stories that were passed down to you. No need to detail them; just list a few words that sum up the story.

- Now take one item from each list—one event, one character, and one existing story shell—and begin a new story. What happens when you drop a character of your own invention into a very old folktale? How does your personal event permit you to play with the foundational folktale?

If you have an existing novel or story you're working on, keep these lists at hand for when you're feeling stuck. Sometimes an uninvited character or outside narrative “Lego” can illumine or clear a path in your story that's worth following.

Chapter Review

The structure is how you choose to order the story. You might tell a story in a straight chronological manner, from beginning to end. Or you might begin from a moment in the future and jump back in time to fill a reader in. Margaret demonstrates structural possibilities by telling “Little Red Riding Hood” from several different starting points.

- Starting in the middle: “It was dark inside the wolf. The grandmother who had been

gobbled whole couldn't say a word, because it was quite stifling and full of old chicken parts and plastic bags that the wolf had eaten by mistake.”

- Starting with a flashback: “Every time the grandmother remembered what an awful time she had had inside the wolf.”

- Using a detective novel structure: “There on the floor lay either one corpse, that of the wolf, or two, because in some versions the grandmother doesn't come out of it so well. What had caused this double murder?”

Using time jumps: “Little was Little Red Riding Hood to know that in two weeks' time, she would be looking back on one of the most definitive events of her life.”

These are different structural choices, but underneath them, the plot—that is, what happens—remains the same. A structure that cloaks the plot itself in mystery is the “Rashomon” approach, in which a narrative that toggles among multiple viewpoints leads the reader to question what really happened. Your story will teach you what structure it requires, so be open to trying out multiple structures before finding the right one.

A frame tale structure allows you to tell many other stories within the frame story. Margaret suggests reading *One Thousand and One Nights*, a set of originally uncollected tales that were brought together in the frame tale of Scheherazade, who decides to end the vengeful king's practice of murdering a new bride each night by telling him a chain of cliffhangers, stories for which he needed to wait until morning to find out what happened.

Margaret's novel *The Blind Assassin* is also a complex frame tale. A "prickly" old lady narrates the present and the past, and underneath that layer runs a novel called *The Blind Assassin*. Within that novel, we encounter a story being told by one character to another. And a set of fictionalized (adj) newspaper(adj) articles(n) offers a counterpoint to these private threads, a public account of the events unspooling in the other three layers of narrative.

Margaret encourages you to start with a simple chronological structure and work your way up to more complex variations. Discovering the best structure for your story is a hands-on process, she says. You learn by seeing what others have done—through reading and by doing, trying things out for yourself.

Learn More

- For an in-depth study of narrative structure and plot, read Peter Brooks's *Reading for the Plot* (1984).

- Watch novelist Kurt Vonnegut discuss and graph the shapes of some universal stories.

- Watch Akira Kurosawa's *Rashomon* (1950), a film known for its use of multiple perspectives to unravel a mystery.

- Read the first several tales in *One Thousand and One Nights*, reproduced on the following pages.

Notice how quickly the transition between each story within a story happens. What is the effect of the “nested” quality of these stories on your reading? How does each story keep you aware of the other layers? What benefits might an author achieve with such a sleight of hand?

Assignment

- Think about some of your favorite books and spend a few minutes writing in your notebook about how they are structured.

What choices did the author make that fit the story they told? Were there perceivable narrative layers that complicated or illumined your sense of the plot?

Hereupon the Wazir being weary of lamenting and contending, persuading and dissuading her, all to no purpose, went up to King Shahryar and, after blessing him and kissing the ground before him, told him all about his dispute with his daughter from first to last and how he designed to bring her to him that night. The King wondered with exceeding wonder; for he had made an especial exception of the Wazir's daughter, and said to him, "O most faithful of Counsellors, how is this? Thou wottest that I have sworn by the Raiser of the Heavens that after I have gone into her this night I shall say to thee on the morrow's morning:—Take her and slay her! and, if thou slay her not, I will slay thee in her stead without fail." "Allah guide thee to glory and lengthen thy life, O King of the age," answered the Wazir, "it is she that hath so determined: all this have I told her and more; but she will not hearken to me and she persisteth in passing this coming night with the King's Majesty." So Shahryar rejoiced greatly and said, "'Tis well; go get her ready and this night bring her to me." The Wazir returned to his daughter and reported to her the command saying, "Allah make not thy father desolate by thy loss!" But Shahrazed rejoiced with exceeding joy and gat ready all she required and said to her younger sister, Dunyazad, "Note well what directions I entrust to

thee! When I have gone into the King I will send for thee and when thou comest to me and seest that he hath had his carnal will of me, do thou say to me:—O my sister, an thou be not sleepy, relate to me some new story, delectable and delightsome, the better to speed our waking hours;” and I will tell thee a tale which shall be our deliverance, if so Allah please, and which shall turn the King from his blood-thirsty custom.” Dunyazad answered “With love and gladness.” So when it was night their father the Wazir carried Shahrazad to the King who was gladdened at the sight and asked, “Hast thou brought me my need?” and he answered, “I have.” But when the King took her to his bed and fell to toying with her and wished to go in to her she wept; which made him ask, “What aileth thee?” She replied, “O King of the age, I have a younger sister and lief would I take leave of her this night before I see the dawn.” So he sent at once for Dunyazad and she came and kissed the ground between his hands, when he permitted her to take her seat near the foot of the couch. Then the King arose and did away with his bride’s maidenhead and the three fell asleep. But when it was midnight Shahrazad awoke and signalled to her sister Dunyazad who sat up and said, “Allah upon thee, O my sister, recite to us some new story, delightsome and delectable, wherewith to while away

the waking hours of our latter night.”¹ “With joy and goodly gree,” answered Shahrazad, “if this pious and auspicious King permit me.” “Tell on,” quoth the King who chanced to be sleepless and restless and therefore was pleased with the prospect of hearing her story. So Shahrazad rejoiced; and thus, on the first night of the Thousand Nights and a Night, she began with the

TALE OF THE TRADER AND
THE JINNI.

It is related, O auspicious King, that there was a merchant of the merchants who had much wealth, and business in various cities. Now on a day he mounted horse and went forth to recover monies in certain towns, and the heat sore oppressed him; so he sat beneath a tree and, putting his hand into his saddle-bags, took thence some broken bread and dry dates and began to break his fast. When he had ended eating the dates he threw away the stones with force and lo! an Ifrit appeared, huge of stature and brandishing a drawn sword, wherewith he approached the merchant and said, “Stand up that I may slay thee, even as thou slewest my son!” Asked the merchant, “How have I slain thy son?” and he answered, “When thou atest dates and throwest away the stones they struck my son full in the breast as he

was walking by, so that he died forthwith.”² Quoth the merchant, “Verily from Allah we proceeded and unto Allah are we returning. There is no Majesty,

and there is no Might save in Allah, the Glorious,
the Great! If I slew thy son, I slew him by chance
medley.

2. Travellers tell of a peculiar knack of jerking the date-stone, which
makes it strike with great force: I never saw this “Inwá” practised, but
it reminds me of the water splashing with one hand in the German
baths.

I pray thee now pardon me.” Rejoined
the Jinni, “There is no help but I must slay thee.”
Then he seized him and dragged him along and,
casting him to the earth, raised the sword to strike
him; whereupon the merchant wept, and said, “I
commit my case to Allah,” and began repeating these
couplets:—

Containeth Time a twain of days, this of blessing that of bane And holdeth
Life a twain of halves, this of pleasure that of pain.

See’st not when blows the hurricane, sweeping stark and striking strong ◦
None save the forest giant feels the suffering of the strain?

How many trees earth nourisheth of the dry and of the green Yet none but
those which bear the fruits for cast of stone complain.

See’st not how corpses rise and float on the surface of the tide While pearls
O’ price lie hidden in the deepest of the main!

In Heaven are unnumbered the many of the stars Yet ne’er a star but Sun
and Moon by eclipse is overta’en.

Well judgedst thou the days that saw thy faring sound and well And countedst
not the pangs and pain whereof Fate is ever fain.

The nights have kept thee safe and the safety brought thee pride But bliss and blessings of the night are ‘genderers of bane!

When the merchant ceased repeating his verses the Jinni said to him, “Cut thy words short, by Allah! needs must I slay thee.” But the merchant spake him thus,” Know, O thou Ifrit, that I have debts due to me and much wealth and children and a wife and many pledges in hand; so permit me to go home and discharge to every claimant his claim; and I will come back to thee at the head of the new year. Allah be my testimony and surety that I will return to thee; and then thou mayest do with me as thou wilt and Allah is witness to what I say.” The Jinni took sure promise of him and let him go; so he returned to his own city and transacted his business and rendered to all men their dues and after informing his wife and children of what had betided him, he appointed a guardian and dwelt with them for a full year. Then he arose, and made the Wuzu-ablution to purify himself before death and took his shroud under his arm and bade farewell to his people, his neighbours and all his kith and kin, and went forth despite his own nose.^{3 3} i.e., sorely against his will.

They then began weeping and wailing and beating their breasts over him; but he travelled until he arrived at the same garden, and the day

of his arrival was the head of the New Year. As he sat weeping over what had befallen him, behold, a Shaykh,⁴

4. Arab. “Shaykh ” =an old man (primarily), an elder, a chief (of the tribe, guild, etc.); and honourably addressed to any man. Comp. among the neo-Latins “Sieur,” “Signore.” “Senor,” “Senhor,” etc. from Lat. “Senior,” which gave our “Sire” and “Sir.” Like many in Arabic the word has a host of different meanings and most of them will occur in the course of The Nights. Ibrahim (Abraham) was the first Shaykh or man who became grey. Seeing his hairs whiten he cried, “O Allah what is this?” and the answer came that it was a sign of dignified gravity. Hereupon he exclaimed, “O Lord increase this to me!” and so it happened till his locks waxed snowy white at the age of one hundred and fifty. He was the first who parted his hair, trimmed his mustachios, cleaned his teeth with the Miswák (tooth-stick), pared his nails, shaved his pecten, snuffed up water, used ablution after stool and wore a shirt (Tabari).

a very ancient man, drew near leading a chained gazelle; and he saluted that merchant and wishing him long life said, “What is the cause of thy sitting in this place and thou alone and this be a resort of evil spirits?” The merchant related to him what had come to pass with the Ifrit, and the old man, the owner of the gazelle, wondered and said, “By Allah, O brother, thy faith is none other than

exceeding faith and thy story right strange; were it graven with gravers on the eye corners, it were a warner to whoso would be warned.” Then seating himself near the merchant he said, “By Allah, O my brother, I will not leave thee until I see what may come to pass with thee and this Ifrit.” And presently as he sat and the two were at talk the merchant began to feel fear and terror and exceeding grief and sorrow beyond relief and ever-growing care and extreme despair. And the owner of the gazelle was hard by his side; when behold, a second Shaykh approached them, and with him were two dogs both of greyhound breed and both black. The second old man after saluting them with the salam, also asked them of their tidings and said “What causeth you to sit in this place, a dwelling of the Jánn?”⁵

5. The word is mostly plural = Jinnís: it is also singular = a denon; and Ján bin Ján has been noticed.

So they told him the tale from beginning to end, and their stay there had not lasted long before there came up a third Shaykh, and with him a she-mule of bright bay coat; and he saluted them and asked them why they were seated in that place. So they told him the story from first to last: and of no avail, O my master, is a twice-told tale! There he sat down with them, and

lo! a dust cloud advanced and a mighty sand-devil appeared amidmost of the waste.

Presently the cloud opened and behold, within it was that Jinni hending in hand a drawn sword, while his eyes were shooting fire-sparks of rage. He came up to them and, haling away the merchant from among them, cried to him, “Arise that I may slay thee, as thou slewest my son, the life-stuff of my liver.”⁶ The merchant wailed and wept, and the three old men began sighing and crying and weeping and wailing with their companion.

Presently the first old man (the owner of the gazelle) came out from among them and kissed the hand of the Ifrit and said, “O Jinni, thou Crown of the Kings of the Jann! were I to tell thee the story of me and this gazelle and thou shouldst consider it wondrous wouldst thou give me a third part of this merchant’s blood?” Then quoth the Jinni “Even so, O Shaykh! if thou tell me this tale, and I hold it a marvellous, then will I give thee a third of his blood.” Thereupon the old man began to tell

6. With us moderns “liver” suggests nothing but malady: in Arabic and Persian as in the classic literature of Europe it is the seat of passion, the heart being that of affection. Of this more presently.

The First Shaykh’s Story

Know O Jinni! that this gazelle is the daughter of
 my paternal uncle, my own flesh and blood, and I
 married her when she was a young maid, and I lived
 with her well-nigh thirty years, yet was I not blessed
 with issue by her. So I took me a concubine⁷ who
 brought to me the boon of a male child fair as the
 full moon, with eyes of lovely shine and eyebrows
 which formed one line, and limbs of perfect design.
 Little by little he grew in stature and waxed tall;
 and when he was a lad fifteen years old, it became
 needful I should journey to certain cities and I
 travelled with great store of goods.

7. Originally in Al-Islam the concubine (Surriyat, etc.) was a captive taken in war and the Koran says nothing about buying slave-girls. But if the captives were true believers the Moslem was ordered to marry not to keep them. In modern days concubinage has become an extensive subject. Practically the disadvantage is that the slave-girls, knowing themselves to be the master's property, consider him bound to sleep with them; which is by no means the mistress's view. Some wives, however, when old and childless, insist, after the fashion of Sarah, upon the husband taking a young concubines and treat her like a daughter—which is rare. The Nights abound in tales of concubines, but these are chiefly owned by the Caliphs and high officials who did much as they pleased. The only redeeming point in the system is that it obviate the necessity of prostitution which is, perhaps, the greatest

evil known to modern society.

But the daughter
of my uncle (this gazelle) had learned gramarye and
egromancy and clerkly craft⁸ from her childhood;
so she bewitched that son of mine to a calf, and my
handmaid (his mother) to a heifer, and made them
over to the herdsman's care. Now when I returned
after a long time from my journey and asked for
my son and his mother, she answered me, saying
“Thy slave girl is dead, and thy son hath fled and I
know not whither he is sped.” So I remained for a
whole year with grieving heart, and streaming eyes
until the time came for the Great Festival of Allah.⁹

8. Arab. “Al-Kahánah” =the craft of a “Káhin” (Heb. Cohen) a
diviner, sooth-sayer, etc.

9. Arab. “Id al-kahír” =The Great Festival; the Turkish Bayrám and
Indian Bakar-eed (Kine-fête), the pilgrimage-time, also termed
“Festival of the Kurbán” (sacrifice) because victims are slain; Al-Zuha
(of Undurn or forenoon), Al-Azahá (of serene night) and Al-Nahr (if
throat-cutting). For full details I must refer readers to my “Personal
Narrative of a Pilgrimage to El-Medinah and Meccah” (3 vols. 8vo.
London, Longmans, 1855). I shall have often to refer to it.

Then sent I to my herdsman bidding him choose

for me a fat heifer; and he brought me one which was the damsel, my handmaid, whom this gazelle had ensorcelled. I tucked up my sleeves and skirt and, taking a knife, proceeded to cut her throat, but she lowed aloud and wept bitter tears. Thereat I marvelled and pity seized me and I held my hand, saying to the herd, "Bring me other than this." Then cried my cousin, "Slay her, for I have not a fatter nor a fairer!" Once more I went forward to sacrifice her, but she again lowed aloud, upon which in ruth I refrained and commanded the herdsman to slay her and flay her.

He killed her and skinned her but found in her neither fat nor flesh, only hide and bone; and I repented when penitence availed me naught. I gave her to the herdsman and said to him, "Fetch me a fat calf;" so he brought my son ensorcelled. When the calf saw me, he brake his tether and ran to me, and fawned upon me and wailed and shed tears; so that I took pity on him and said to the herdsman, "Bring me a heifer and let this calf go!" Thereupon my cousin (this gazelle) called aloud at me, saying, "Needs mast thou kill this calf; this is a holy day and a blessed, whereon naught is slain save what be perfect-pure; and we have not amongst our calves any fatter or fairer than this!" Quoth I,

“Look thou upon the condition of the heifer which I slaughtered at thy bidding and how we turn from her in disappointment and she profited us on no wise; and I repent with an exceeding repentance of having killed her: so this time I will not obey thy bidding for the sacrifice of this calf.” Quoth she, “By Allah the Most Great, the Compassionating, the Compassionate! there is no help for it; thou must kill him on this holy day, and if thou kill him not to me thou art no man and I to thee am no wife.” Now when I heard those hard words, not knowing her object I went up to the calf, knife in hand—And Shahrazad perceived the dawn of day and ceased to say her permitted say.¹⁰

10. Arab. “Kalám al-mubáh,” i.e., that allowed or permitted to her by the King, her husband.

Then quoth her sister to her, “How fair is thy tale, and how grateful, and how sweet and how tasteful!” And Shahrazad answered her, “What is this to that I could tell thee on the coming night, were I to live and the King would spare me?” Then said the King in himself, “By Allah, I will not slay her, until I shall have heard the rest of her tale.” So they slept the rest of that night

in mutual embrace till day fully brake. Then the King went forth to his audience-hall¹¹ and the Wazir went up with his daughter's shroud under his arm.

11. Moslem Kings are expected, like the old Guebre Monarchs, to hold "Darbar" (i.e., give public audience) at least twice a day, morning and evening. Neglect of this practice caused the ruin of the Caliphate and the Persian and Moghul Empires: the great lords were left uncontrolled and the lieges revolted to obtain justice. The Guebre Kings had two levée places, the Rozistan (day station) and the Shabistan (night-station —istán or stán being a nominal form of istádan, to stand, as Hindo-stán). Moreover one day in the week the sovereign acted as "Mufti" or Supreme Judge.

went up with his daughter's shroud under his arm. The King issued his orders, and promoted this and deposed that, until the end of the day; and he told the Wazir no whit of what had happened. But the Minister wondered thereat with exceeding wonder; and when the Court broke up King Shahryar entered his palace.

The King issued his orders, and promoted this and deposed that, until the end of the day; and he told the Wazir no whit of what had happened.

But the Minister wondered thereat with exceeding wonder; and when the Court broke up King Shahryar

entered his palace.

When it was the Second Night,
said Duniyazad to her sister Shahrazad, “O my sister,
finish for us that story of the Merchant and the
Jinni;” and she answered, “With joy and goodly glee,
if the King permit me.” Then quoth the King, “Tell
thy tale;” and Shahrazad began in these words[...]

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One way to determine what point of view strategy to use in your novel is to ask: Whose voice is telling the story? To whom are they telling it, and why? Common point of view strategies include first person, third person limited, third person omniscient (in which a narrator who is not a character and who knows more than the characters relays the events to the reader), and second person (which is structured around the “you” pronoun, and is less common in novel-length work). You don’t have to be tied to one point of view throughout your novel; some novels move from first to third or first to second. Let your material guide your decision.

The only way to decide the best point of view strategy for your novel is to try different ones. Likely, you’ll know the right one for your story because the writing will begin to move more quickly, and you’ll feel momentum.

Many novels written in the 19th century are told from an omniscient point of view. When a reader knows more than the character, as in Bram Stoker's *Dracula* (1897), you generate suspense because your reader waits for the

character to learn what they already know. But you might want to invert that balance of knowledge and make the narrator a character in the story that knows more than the reader. Agatha Christie used this first person strategy to create narrative irony.

Point of view strategy is deeply bound up with what story you want to tell and will guide how that story unspools. So no matter where you are in the drafting process, devote some time to thinking through the risks and rewards of different POV strategies and consider who in your story may be best suited to hold the narrative reins.

Learn More

- Margaret points to *Dracula* as an example of how using multiple points of view in one book can create suspense for the reader. Read it with an eye towards the effects of these narrative choices.
- Read the opening to *The Blind Assassin* reproduced on the following pages. What do you learn about the “I” narrator (Iris) from this brief passage? How does her account of Laura’s actions, versus the news reports that follow, shape how you understand what has happened? Does Iris seem to be withholding

anything?

- Here are some of Margaret's reading recommendations, with notes as to what you should look out for:

First Person

- *Treasure Island* (1882) by Robert Louis Stevenson: A model of clean, clear narration by Jim Hawkins.
- *Gulliver's Travels* (1726) by Jonathan Swift: A plainspoken narrator telling whoppers with a straight face.
- *Wuthering Heights* (1847) by Emily Bronte: Narratives within narratives, but all related by first persons. You can learn a lot from seeing how she does it.
- *Jane Eyre* (1847) by Charlotte Bronte: The first in-depth first person account of female childhood and youth.
- *Wide Sargasso Sea* (1966) by Jean Rhys. The mad wife from *Jane Eyre* has her say.
- *Dr. Jekyll and Mr. Hyde* (1886) by Robert Louis Stevenson. A succession of first person narratives brings us closer and closer to the central horror.
- *Lolita* (1955) by Vladimir Nabokov: A tricky, devious snake of a narrator.
- *The Untouchable* (1997) by John Banville:

Another narrating villain, but so enjoyable!

An embedded spy lets fling.

- *Waiting for the Barbarians* (1980) by J.M. Coetzee:

Guilt and compunction do not save him...

- *Rebecca* (1938) by Daphne du Maurier: A journey inside the mind of a timid wife who is being lied to by many.

- *The Murder of Roger Ackroyd* (1926) by Agatha Christie: The first person point of view creates narrative irony.

- *The Turn of the Screw* (1898) by Henry James: You figure it out!

Third Person

- Any of Jane Austen's works: So loaded and Mischievous!

- *Madame Bovary* (1856) by Gustave Flaubert: Third person allows you to see the character in ways that she or he cannot see him or herself.

- *Mrs. Dalloway* (1925) and *To the Lighthouse* (1927) by Virginia Woolf: These show stream-of-consciousness at its most supple.

- *Portrait of a Lady* (1881) by Henry James and *The House of Mirth* (1905) by Edith Wharton are very good in-depth studies, as well as gripping narratives—if you have the ability to stick with the longer 19th century sentence.

- *Tinker, Tailor, Soldier, Spy* (1974) by John Le

Carre: Excellent third person narration.

He learned a lot from the 19th century

Many-charactered novel.

- *The Sound and the Fury* (1929) by William

Faulkner: A quartet of narrative styles that

move us increasingly back from the scene.

The first section is right up close. The second

is further back, but still first person; stream

of consciousness. The third section is narrated

by Jason and in a linear story. The fourth

section is third person, and at yet one more

remove—we move back to see this crumbling

white family from the point of view of the

black servants.

In the Skin of a Lion (1987) by Michael Ondaatje:

This is a very complex plot, but the narrative

gets you from A to B to Z, and you can follow

the dots.

- *The Enchanted* by Rene Denfeld (2014): This is

not for the squeamish, as it takes place in

a prison, but it is very convincing—and

compassionate.

Assignment

- Think of an event that involves at least three

characters. (They don't all have to be human,

as Margaret reminds us.) Then, on three

different pages or documents, write about this event from these three different points of view, trying both first person and third person (or second person, if you're feeling bold!) How did the point of view change the story? Which felt most natural? Most compelling?

- If you're at work on a novel or longer project, apply this exercise to your work in progress. Choose a major event in the book that you're working on. From whose point of view did you write it originally? On a blank page or document, try writing about that same event from a different character's point of view; push yourself to write the entire event from this different vantage. What differences did you discover in how this character experienced or recounted the event? Did retelling the event through their eyes change the way you understood it? Don't worry if this point of view doesn't find its way into a final draft; as Margaret says, make your own rules and discard the rest. But try to stay open to the way handing the narration to a different character deepens and complicates your understanding of the events of your story.

Annex 12 Original Text “Public Policies and Conflicts over water in the two Indigenous Territories in the Province of Puntarenas, Costa Rica” from Spanish into English by Ana Lucía Mora González.

El artículo muestra la compleja relación entre políticas públicas, distribución ecológica, riesgo¹ y conflictividades en torno al agua de consumo humano en comunidades de los dos territorios indígenas de la provincia de Puntarenas: Alto Conte, en el territorio Conteburica, Ujarrás y Guanacaste, en territorio indígena Ujarrás. Lo anterior, desde la conceptualización de políticas públicas como las respuestas –incluye la omisión– del sistema político-administrativo a una situación considerada inaceptable,² a la que el mercado tampoco ha podido dar respuesta adecuada.³

De esta forma, el escrito inicia con una aproximación histórica a la condición de los territorios indígenas en estudio, seguido de una breve contextualización de la situación del recurso hídrico a escala nacional y una descripción del contexto socio-natural particular de cada uno de los dos territorios indígenas, para, posteriormente, conocer las relaciones entre las políticas públicas implementadas por instituciones formales y no formales, implicadas en el tema del agua en cada uno de los territorios indígenas en estudio y las conflictividades en torno al agua; se reconoce el agua como un bien común y un motivo de conflictividad en los territorios indígenas, debido a su importancia en todos los aspectos de la vida.

Aproximación histórica a los territorios en estudio

La legislación sobre los territorios indígenas y los derechos de los pueblos indígenas costarricenses ha experimentado un largo e inacabado proceso de reconocimiento de sus derechos. Desde 1939, a través del artículo 8 de la Ley General de Terrenos Baldíos,⁴ fueron impuestas, a conveniencia del Poder Ejecutivo, las delimitaciones de las primeras «reservas» indígenas,⁵ para «protegerlas»

de injusticias y conservar estas poblaciones originarias. Posteriormente, pasarían más de 30 años para crear la nuevos «avances» a nivel legislación y procurar la protección de los pueblos originarios, con la creación de la Comisión Nacional de Asuntos Indígenas (CONAI),⁶ la Ley Indígena de 1977⁷ y, finalmente, con la imposición de formar nuevas instituciones⁸ de representación legal de las comunidades y de administración de los territorios, con la figura de Asociación de Desarrollo Integral Indígena (1982).⁹

Seguidamente, el avance más importante se concretaría hasta 1992, con la aprobación del Convenio 169 de la Organización Internacional del Trabajo,

1 Anthony Giddens, et al., *Consecuencias perversas de la Modernidad* (Barcelona, España: Antropos, 1996).

2 Joan Subirats, et al., *Análisis y gestión de políticas públicas* (Barcelona, España: Editorial Ariel, 2008), 33.

3 Los mercados suelen ofrecer a quienes tienen capacidades de consumo, soluciones parciales a los peligros

creados por la humanidad –bombas de agua, sistemas de purificación y otros–, pero excluye a quienes no

tienen capacidad de consumo. Zygmunt Bauman, *La sociedad sitiada* (Buenos Aires, Argentina: Fondo de

Cultura Económica, 2008), 244.

«Artículo 8°-Se declaran también inalienables los terrenos comprendidos en las dos riberas del río Banano, diez kilómetros aguas arriba, en una extensión de quinientos metros de cada lado, protegiendo así las fuentes que surtan o puedan surtir en lo futuro la cañería de Limón. Asimismo se declara inalienable y de propiedad exclusiva de los indígenas, una zona prudencial a juicio del Poder Ejecutivo en los lugares en donde existan tribus de éstos, a fin de conservar nuestra raza autóctona y de librarlos de futuras injusticias ». Ley n.º 13, *Ley General de Terrenos Baldíos* (SCIJ, 10 de enero de 1939), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

Mario Andrés López, et al., *Estrategias de vida en comunidades indígenas cabécares en Alto Chirripó*, Costa Rica: Incidencia en el aprovechamiento y comercialización de productos forestales y agropecuarios (Turrialba, Costa Rica: CATIE, 2006), 18. <https://books.google.co.kr/>.

6 *Ibíd.*, 18.

7 Ley n.º 6172, *Ley indígena* (SCIJ, 29 de noviembre de 1977), <http://www.pgrweb.go.cr/scij/Busqueda/>

Normativa/Normas/.

8 Se aclara que previamente los territorios indígenas tenían diferentes tipos de instituciones no formales en el sentido neoinstitucionalista, tales como los consejos de mayores.

9 Decreto Ejecutivo 13 658, Representación legal de las Comunidades Indígenas por las Asociaciones Desarrollo y como Gobierno Local (SCIJ, 30 de abril de 1982), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

mediante la Ley n.º 7 316,¹⁰ ante la ausencia de una legislación nacional más integral y respetuosa en materia de derechos indígenas. Por tal motivo, este convenio se ha convertido en la principal herramienta de respaldo para la recuperación de tierras usurpadas dentro de los territorios y de defensa de sus prácticas culturales. No obstante, esto también ha causado conflictos, pues ante la falta de una legislación nacional eficaz y de una ley de autonomía indígena, se han desencadenado conflictos entre indígenas y no indígenas por las recuperaciones de tierra, llegando incluso a agresiones y asesinatos violentos de líderes indígenas en dos territorios indígenas costarricenses: el asesinato de Sergio Rojas en el territorio indígena bribri de Salitre (2019) y el asesinato de Jehry Rivera en el territorio indígena bröran de Térraba (2020).

Finalmente, es necesario mencionar que en materia de autonomía indígena se han presentado dos proyectos de ley que aún no han sido aprobados por la Asamblea Legislativa para reconocer las diferentes formas de organización propias y de desarrollo acorde con la cultura de cada pueblo indígena: el expediente legislativo n.º 12032 Ley de Desarrollo Autónomo de los Pueblos Indígenas (2005)¹¹ y más recientemente el expediente legislativo n.º 14 352 Ley de Desarrollo Autónomo de los Pueblos Indígenas (2010).¹²

De esta forma, reconociendo este contexto nacional, es necesario conocer la historia de la formación de los dos territorios indígenas en estudio, por lo cual se comenzará con el territorio indígena cabécar de Ujarrás. Este territorio no fue creado inicialmente como un territorio exclusivo de la comunidad cabécar, sino

que su origen se remonta a la creación del territorio «Ujarrás – Salitre – Cabagra» el 5 de enero de 1957.¹³ No obstante, trascurrieron casi 30 años para que nuevamente el Estado volviera a atender asuntos de este territorio, ante la emergencia de la invasión de tierras por personas no indígenas, tal como se muestra en el Decreto Ejecutivo n.º 5905-G, que incluye a este territorio dentro de las ocho zonas demarcadas como «reservas» indígenas declaradas como Zona de Emergencia Nacional¹⁴ ante «...la constante invasión de tierras que han soportado los indígenas de parte de personas no indígenas, con la consecuente devastación de

10 Mario Andrés López, et al., Estrategias de vida en comunidades indígenas cabécares en Alto Chirripó..., 19.

11 *Ibíd.*, 19.

12 Proyecto de Ley n.º 14 352, Ley de Desarrollo Autónomo de los Pueblos Indígenas, <http://proyectos.conare.ac.cr/asamblea/14352%203M137.pdf>.

<http://proyectos.conare.ac.cr/asamblea/14352%203M137.pdf>.

13 Decreto Ejecutivo n.º 13 571, Divide la Reserva Indígena de Ujarrás-Salitre-Cabagra en las Reservas Indígenas

Cabécar de Ujarrás, Bribrí de Salitre y Bribrí de Cabagra (SCIJ, 30 de abril de 1982), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>

<http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>

14 Este decreto incluye ocho territorios: Boruca – Térraba –contado como un solo territorio–, Ujarrás – Salitre

– Cabagra –reconocido también como un único territorio–, China Kichá, Guatuso, Guaymi, Chirripó, Estrella y finalmente Talamanca. Decreto Ejecutivo n.º 5905-G, Declara Zona de Emergencia Nacional las áreas del territorio Nacional comprendidas en las demarcaciones de las Reservas Indígenas –Boruca - Térraba, Ujarrás - Salitre - Cabagra, China Kichá, Guatuso, Guaymi, Chirripó, Estrella, Talamanca– (SCIJ, 26 de marzo de 1976), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

sus territorios, así como el maltrato y abandono en que han tenido que vivir estos compatriotas indígenas» 15

No obstante, sería hasta 1982, cuando se divide la reserva única en tres «reservas» independientes, para así solucionar conflictos legales generados a partir de las diferencias de identidad de cada pueblo y cultura. De esta forma, el Instituto de Desarrollo Agrario –IDA, hoy INDER–, procedería a dividir la escritura única de la Reserva Indígena Ujarrás-Salitre-Cabagra en tres escrituras, conforme con lo establecido en el decreto.¹⁶ Mientras que en el caso del territorio Guaymí Conte Burica, esta fue creada más tardíamente, mediante la Ley Indígena n.º 6 172 y llamada inicialmente «Reserva Indígena de Burica».¹⁷

Metodología de investigación

El presente análisis parte de un paradigma interpretativo que recalca la relación entre políticas públicas, territorios indígenas y agua, con la premisa de que el agua para consumo humano es un elemento fundamental para la calidad de vida de las personas indígenas y el pleno disfrute de sus derechos. Asimismo, se reconoce que este se encuentra amenazado por múltiples factores, tales como: el cambio climático, el crecimiento demográfico, la deforestación, la usurpación de tierras, los cambios de uso de suelo, los incendios forestales y, finalmente, el abandono estatal.

Por tal motivo, se basa en la revisión bibliográfica de fuentes primarias y secundarias. Entre las fuentes primarias se incluyen leyes y decretos, así como datos recabados mediante un conversatorio y dos talleres realizados en el marco del proyecto de investigación en curso «Gestión social del agua en los territorios indígenas desde la sociología visual. Casos seleccionados en las provincias de Puntarenas y Limón», desarrollados en el marco institucional de la Escuela de Sociología de la Universidad de Costa Rica. Asimismo, se aclara que con el fin de cumplir con lo estipulado en el consentimiento informado aprobado por el Comité Ético Científico de esa misma casa de estudios, se utilizarán seudónimos

para citar las transcripciones de los resultados de los talleres y conversatorios del proyecto de investigación.

15 *Ibíd.*

16 Decreto Ejecutivo n.º 13571, Divide la Reserva Indígena de Ujarrás-Salitre-Cabagra en las Reservas Indígenas Cabécar de Ujarrás, Bribri de Salitre y Bribri de Cabagra (SCIJ, 30 de abril de 1982), <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

17 Decreto Ejecutivo n.º 8514, Cambia nombre de Reserva Indígena de Burica en Reserva Indígena Guaymí de Conte-Burica –Actualmente Reserva Indígena Guaymí de Conteburica– y Anexa Reserva Indígena Guaymí de Abrojos-Montezuma –Actualmente Reserva Indígena Guaymí de Abrojo de Montezuma– (SCIJ, 2 de mayo de 1978). <http://www.pgrweb.go.cr/scij/Busqueda/Normativa/Normas/>.

Breve contexto del recurso hídrico nacional

Costa Rica ha realizado históricamente acciones de regulación de los recursos naturales. Sin embargo, en materia de recurso hídrico, el Estado siempre se ha decantado por regular mercantilmente la naturaleza,¹⁸ especialmente a partir de 1980, cuando el país comenzó a reducir la inversión a nivel de infraestructura de abastecimiento de agua, afectando especialmente obras en la periferia nacional –incluidas las poblaciones indígenas–.¹⁹ A pesar de eso, al 2018, según el informe del Instituto Costarricense de Acueductos y Alcantarillados (AyA), el 92,4 % de la población costarricense recibe agua de calidad potable; mientras el 7,6 % de la población restante no cuenta con acceso a agua de calidad potable, en tanto se abastecen de quebradas y pozos sin protección o de alguno de los 557 acueductos rurales que no suministran agua potable.²⁰ Vale la pena indicar que, en este mismo informe, Puntarenas fue la segunda provincia con mayor cantidad de población abastecida con agua no potable en zona rural –52 906 personas–, categoría que incluye las zonas de los territorios indígenas en estudio.²¹ Si bien estos datos, por un lado, exponen la política pública estatal de preocupación por suministro de agua potable para la mayoría de la población del país; por otro lado, también evidencian la aplicación de una política pública por

inacción estatal en el 7,6 % de la población restante, mediante la omisión como forma de hacer política pública, y justifica su falta de acción en la carencia de recursos para financiar las obras de abastecimiento de agua potable por cañería y falta de disponibilidad de fuentes de agua.

Lo anterior, siempre en el entendido de conceptualizar las políticas públicas como acciones del sistema político-administrativo a una problemática pública que el mercado no ha podido resolver.²² Asociado a lo anterior, también se encuentra el reconocimiento de que la acción u omisión manifestados en las políticas públicas se relacionan con las diferencias socioeconómicas y territoriales, que implican, además, problemas de distribución ecológica²³ y conllevan distribuciones inequitativas de riesgos y, por ende, de peligro,²⁴ cuyo patrón se repite muy de cerca en los casos de estudio.

18 Felipe Alpízar, «¿Democracia ecológica? Las instituciones, la participación política y las contiendas por el agua en Costa Rica (1821-2010)» (Tesis Doctoral, Universidad Complutense de Madrid, 2013), 154.

19 Ana Lucía Mora González, «La transformación del aparato productivo de la comunidad fronteriza de Los

Pilares de Coto Brus y su impacto en el agua para consumo humano (1980-2010)» (Tesis de Maestría

Académica en Sociología, Universidad de Costa Rica, 2017), 207.

20 Darner Mora y Felipe Portuguez, «Agua para consumo humano por provincias y saneamiento por regiones

manejados en forma segura en zonas urbanas y rurales de Costa Rica al 2018», 7, <https://www.aya.go.cr/>

Noticias/Documents/.

21 *Ibíd.*, 13.

22 Zygmunt Bauman, *La sociedad sitiada...*, 244.

23 Rafael Cartagena, «Metabolismo socio natural y conflictos ambientales en Costa Rica y El Salvador, 1992-

2007» (Tesis Doctoral de Ciencias Sociales, FLACSO, 2009).

24 Giddens, et al., *Consecuencias perversas de la Modernidad...*, 7 y 24.

No obstante, a partir del 2010, esta situación ha mostrado leves cambios debido al compromiso adquirido por el país para cumplir con lo establecido en la resolución 64/29225 de la Asamblea General de las Naciones Unidas.²⁶ Debido a lo anterior, el AyA, como institución rectora en el suministro de agua, ha realizado diferentes acciones para honrar el compromiso nacional adquirido por medio de esta resolución, por lo que a continuación se presentarán las acciones que la institución ha realizado en los dos casos de estudio.

Contexto socio-natural de los territorios indígenas de Ujarrás y Conte Burica

A continuación, con el objetivo de contextualizar las principales características sociales, geográficas y culturales de los territorios donde se ubican las comunidades en estudio.

Características sociales, culturales y geográficas del territorio indígena de Ujarrás

El territorio indígena de Ujarrás es el único territorio cabécar localizado en el cantón de Buenos Aires, provincia de Puntarenas. Este territorio cuenta con una extensión oficial de 19 040 hectáreas y una población al 2011 de 1 119 indígenas, distribuida en 344 hogares y 11 comunidades al interior, para una densidad de población de 6,5 habitantes por kilómetro cuadrado.²⁷ Dichas comunidades son: Santa María, Santa Cruz de Santa María, Durika, El Carmen, La Piedra, Palmital, San Antonio, San Vicente, Santa Rosa, Ujarrás y Guanacaste.²⁸

De esos 344 hogares, al 2011, el 80,5% tenía al menos una necesidad

básica insatisfecha (NBI); esto refiere una insatisfacción o inaccesibilidad a una

de cuatro dimensiones: 1) Acceso a albergue digno –calidad de la vivienda, hacinamiento, electricidad–. 2) Acceso a vida saludable –infraestructura físico-sanitaria–.

3) Acceso al conocimiento –asistencia escolar y logro escolar). 4. Acceso

a otros bienes y servicios –capacidad de consumo–.²⁹

25 Dicha resolución establece el acceso agua potable y el saneamiento como un derecho humano esencial para vida y el goce de todos los derechos humanos, a la vez que invita a los Estados y las organizaciones internacionales a que proporcionen recursos financieros y aumenten la capacidad y la transferencia de tecnología a través de asistencias. Asamblea General de las Naciones Unidas, «Resolución 64/292. El derecho humano al agua y el saneamiento», Naciones Unidas, 3 de agosto del 2010, consultado el 20 de setiembre del 2013, http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/64/292&Lang=S.

26 Estos cambios incluyen la ampliación del artículo 50 de la Constitución Política para reconocer el derecho humano al agua potable como parte del derecho a una vida saludable. Ley n.º 9849, Adición de un párrafo al artículo 50 y de un transitorio al título XVIII, capítulo único, disposiciones transitorias, de la Constitución Política, para reconocer y garantizar el derecho humano de acceso al agua (La Gaceta, 20 de mayo de 2020), https://www.imprentanacional.go.cr/pub/2020/07/02/COMP_02_07_2020.pdf#page=2.

27 Instituto Nacional de Estadísticas y Censos, Territorios Indígenas: Principales indicadores demográficos y socioeconómicos del X Censo Nacional de Población y VI de Vivienda, 34, https://www.uned.ac.cr/extension/images/ifcmdl/02._Censo_2011._Territorios_Indigenas.pdf.

28 *Ibíd.*, 32.

29 *Ibíd.*, 47.

Lo anterior se asocia a la baja tasa de ocupación presente en el territorio, la cual rondaba al 2011 en un 33%, de este porcentaje, el 80,3% se dedicaba al sector primario y de ese porcentaje únicamente el 17,9% tiene seguro social como asalariado o por cuenta propia. Lo anterior evidenciaba una alta tasa de desempleo del 64,9%³⁰ y empleos de baja retribución salarial en la población ocupada, lo cual, a su vez, incide en altas tasas de pobreza y dependencia de asistencia social estatal.

Muestras de eso es que de la población total, al 2011, el 74,7% contaba con aseguramiento médico por parte del Estado y solo un 7% no contaba con seguro social, el restante porcentaje posee seguro por ser asalariado, por cuenta propia, por pensión, por seguro familiar o por pertenecer al régimen no contributivo.

31 Además del hecho del predominio de viviendas de tipo de bienestar social que el Estado costarricense ha brindado, con lo cual se ha impulsado, a su

vez, la pérdida de la vivienda originaria, de piso de tierra rodeada de cañas de la subfamilia de las Bambusoideae.

Debido a lo anterior, no es de extrañar que en Ujarrás, de los 344 hogares existentes al 2011, 66,3% realizaran al menos una actividad agropecuaria, aunque solo el 15,4% realizaron cultivos, pues se aclara que apenas el 42,4% cuenta con parcela o finca agropecuaria propia.³²

Asimismo, según el censo del 2011, el 71,4% de la población habla idioma cabécar, aunque es posible que varias personas de la comunidad dominen varios idiomas indígenas como bribri.³³

A nivel de escolaridad, el territorio poseía un 85,9% de alfabetización con un porcentaje de rezago escolar de al menos un 39,2% y apenas el 8% de la población contaba con computadora.³⁴ No obstante, el acceso a internet y telefonía restringido, debido a que no hay señal en la mayoría del territorio, salvo en algunos puntos muy específicos.

Respecto a la distribución etaria de la población, a 2011, se componía por un 36% de personas de 0 a 14 años, 57,5% por personas entre 15 y 64 años y 6,5% por personas mayores de 65.³⁵

En este territorio, el río Ceibo es el principal río que atraviesa el territorio, en el 2017, incrementó, en forma extraordinaria, su caudal por las intensas lluvias presentadas entre los días 4 y 5 de octubre por Nate,³⁶ y causó la

30 *Ibíd.*, 43.

31 *Ibíd.*, 39.

32 *Ibíd.*, 45.

33 *Ibíd.*, 35.

34 *Ibíd.*, 42.

35 *Ibíd.*, 35.

36 La tormenta tropical número 42 –denominada Nate– se formó frente a la costa Caribe de Costa Rica y causó uno de los mayores desastres naturales a nivel nacional. Lo anterior debido

a la extraordinaria intensidad de sus lluvias y vientos, que resultaron en inundaciones, deslizamientos, pérdidas económicas –infraestructura, cultivos, viviendas, industrias y comercios nacionales–, así como un elevado número

incomunicación de Guanacaste, y la destrucción de caminos, viviendas y fincas localizados en el centro del territorio indígena de Ujarrás, así como la activación de deslizamientos en las montañas próximas a la llanura aluvial, en donde se localiza el centro Ujarrás.

Este territorio tiene, como característica particular, la preferencia de su población principal –Ujarrás centro– a vivir y construir infraestructura comunal cerca del río, lo cual incrementa su vulnerabilidad ante la amenaza de crecidas extraordinarias; lo anterior se puede deber a diversos hipotéticos factores como: la cultura, la preferencia de construir en plano –debido a que el centro del territorio se asienta sobre una llanura aluvial–. Sin embargo, también están como posibles causas, la limitación de acceso a la tierra derivada de la usurpación de las partes altas y seguras –sabanas– del territorio por parte de los grupos no indígenas, quienes las tienen ocupadas por actividades ganaderas; así como un proceso de aculturación que creó la preferencia a vivir próximo al camino principal por la facilidad de abastecimiento de agua y electricidad, aunque este se ubique en parte importante en zona de riesgo.

Asimismo, este territorio tiene como problemáticas principales: escasez de fuentes de agua para consumo humano, debido a la contaminación y la deforestación; una limitación de vías de comunicación, ya que son pocas y las existentes se encuentran en regulares o malas condiciones, especialmente en el caso de Guanacaste, en donde solo en temporada seca es posible tener acceso vehicular por un vado y el resto del año únicamente a través de un puente de hamaca en malas condiciones.

A nivel geográfico, la delimitación espacial del territorio indígena de Ujarrás se realizó a partir de los nueve límites naturales que rodean el territorio y que, a su vez, conforman los límites de la cuenca del río Ceibo y su red hídrica: cerro Durika, cerro Betsu, cerro Eli, cerro Brunka, cerro Arbolado, cerro Kay y cerro Santa María, así como por la Fila Santa María y la Fila Salitre –ver mapa 1–.

de personas evacuadas, afectadas y fallecidas, particularmente en la región Pacífico Sur y Pacífico Norte.

Daniela Cerdas, «Tormenta Nate dejó daños al país por al menos \$385 millones», La Nación, 29 de octubre de 2017, <https://www.nacion.com/el-pais/gobierno/tormenta-nate-dejo-danos-al-pais-por-al-menos-385-millones/TJ2AMESTO5F4THPWRLPLKQRZ6Q/story/>; Pedro Pablo G. May, «“Nate” muestra la necesidad urgente de adaptarse al cambio climático», el Periódico, 10 de octubre de 2017, <https://www.elperiodico.com/es/sociedad/20171010/nate-muestra-la-necesidad-urgente-de-adaptarse-al-cambio-climatico-6343013>; Ana Lucía Mora González, «Los impactos paisajísticos de la tormenta tropical Nate en el territorio indígena de Ujarrás, Buenos Aires, Puntarenas» (Ponencia en el Congreso 2018 de l'ACÉLAC, 16 de mayo del 2018).

Fuente: Sistema Nacional de Información Territorial (SNIT) y Basemap , Arc Map.

Geomorfológicamente, la cuenca se puede describir como un valle fluvial en la parte alta y más cercana al complejo de la Cordillera de Talamanca al cual pertenece, de donde nace el río Ceibo, mientras que, conforme se desciende, este se transforma en un valle aluvial en la parte baja de la cuenca, lo que hace que el fondo plano se convierta en una llanura aluvial en constante crecimiento, consecuencia de la gran competencia del río Ceibo y sus afluentes, lo cual provoca que este rellene con gran cantidad de rocas y arena el fondo, especialmente el centro poblacional del territorio indígena de Ujarrás.

Vale la pena mencionar que el río Ceibo nace en la parte alta de la cuenca del territorio indígena de Ujarrás, pero conforme avanza en su recorrido es alimentado por 26 afluentes que nacen dentro de la misma cuenca y que consisten en nueve ríos –río Skra, río Sarai río Kuiye, río Kori, río Dlora, río Dlekari, río Dioru, río Chubugray río Chabugre–, así como por dieciséis quebradas llamadas: Yursuk, Ururi, Tirgra, Pirgu Kriku, Palmarea, Ojoche, Koronopo, Kilari, Jakbarari, Duruga, Dorora, Ditsiri, Bapori Sikri y Badilla.

A nivel biogeográfico en la cuenca del río Ceibo predomina la sabana natural con gramíneas, aunque ya alteradas por la actividad ganadera de los grupos usurpadores no indígenas y, en algunos espacios cercanos a la red hídrica, se conservan pequeños fragmentos de bosque semidecíduo, con especies como guanacastes –*enterolobium cyclocarpum*–, cedro María –*Calophyllum brasiliense*–, sotacaballos –*Zygia longifolia*–, indio pelado –*Bursera simaruba*–, mayo colorado –*Vochysia ferrugine*–, entre otras.

Características sociales, culturales y geográficas del territorio indígena de Conte Burica

El territorio indígena de Conte Burica se localiza en los cantones de Golfito y de Corredores y es uno de los cinco territorios Ngöbe o Guaymi localizados en la provincia de Puntarenas. Este territorio cuenta con una extensión oficial de 11 910 hectáreas y una población al 2011 de 1 144 indígenas, distribuidas en 429 hogares y 7 comunidades al interior, Altamira, Alto Conte, El Progreso, Vista Dulce, La Vaca, Las Vegas y Los Plancitos; para una densidad de población de 14,8 habitantes por kilómetro cuadrado.³⁷ De esos 429 hogares, al 2011, el 82,1% tenía al menos una necesidad básica insatisfecha (NBI), esto refiere una insatisfacción o inaccesibilidad a una de cuatro dimensiones: acceso a albergue digno –calidad de la vivienda, hacinamiento, electricidad–, acceso a vida saludable –infraestructura físico-sanitaria–,

acceso al conocimiento –asistencia escolar y logro escolar) y acceso a otros bienes y servicios –capacidad de consumo–.38

Lo anterior se asocia a la baja tasa de ocupación presente en el territorio, la cual rondaba, al 2011, en un 27,2%, de estos el 52,6% se dedicaban al sector primario y de ese porcentaje únicamente el 42,5% tiene seguro social como asalariado o por cuenta propia. Lo anterior evidenciaba una alta tasa de desempleo del 71,4%³⁹ y empleos de baja retribución salarial en la población ocupada, que a su vez incide en altas tasas de pobreza, aunque no siempre reciban asistencia social estatal, debido a dos factores: el primero, el difícil acceso al territorio y; el segundo, el carácter transfronterizo de su población.

Muestras de eso es que de la población total, al 2011, el 23,1% contaba con Aseguramiento por parte del Estado y que un 47,8% no contaba seguro social, el restante porcentaje posee seguro por ser salario, por cuenta propia, por pensión, por seguro familiar o por pertenecer al régimen no contributivo.⁴⁰ Contrario al caso anterior, el Estado aún no ha intervenido en la construcción de viviendas de bienestar social, por lo que se sigue conservando la construcción original en madera, pero sí ha construido escuelas y centros de salud con el modelo prefabricado y la consecuente alteración del paisaje originario.

Debido a lo anterior, no es de extrañar que, en Conte Burica, de los 429 hogares existentes al 2011, 58,3% afirmaran realizar al menos una actividad agropecuaria,

aunque solo el 12,1% realizaron cultivos en el último año, y se aclarara que apenas el 37,8% afirmó poseer parcela o finca agropecuaria propia. No obstante, a partir de la experiencia del trabajo de campo, se puede sospechar que podría haber más hogares que realizan actividades agropecuarias de subsistencia, en tanto sus habitantes carecen de ingresos económicos y de vías de comunicación que favorezcan el abastecimiento constante de alimentos. Asimismo, según el censo del 2011, el 67,3% de la población habla Ngöbe o Guaymí.

En cuanto a la escolaridad, el territorio poseía un 92,5% de alfabetización, con un porcentaje de rezago escolar de al menos un 37,5% y apenas el 15,2% de la población contaba con computadora.⁴¹ Sin embargo, coincide con Ujarrás en su condición de exclusión del acceso a internet y telefonía, en gran parte del territorio; así como carece, en varias comunidades, de energía eléctrica.

Respecto a la distribución etaria de la población, a 2011, se componía por un 39,1% de personas de 0 a 14 años, 57,5% por personas entre 15 y 64 años y 3,4% por personas mayores de 65 años.⁴²

Este territorio tiene, como característica particular, la preferencia de su población a vivir y construir infraestructura comunal lejos de zonas de riesgo y en zonas altas para evitar las inundaciones. Sin embargo, persisten problemas de usurpación de tierras y deforestación a manos de personas no indígenas. Asimismo, tiene como problemáticas principales la deficiencia de vías de acceso o malas condiciones de las escasas vías de comunicación dentro del territorio; así como la contaminación y escasez de fuentes de agua para consumo humano, especialmente en el caso de la comunidad de Alto Conte, debido a su localización en las partes elevadas del escarpado territorio.

A nivel geográfico, si se analiza el territorio indígena de Conte Burica, su delimitación espacial se realizó a partir de las serranías de la península de Burica y probablemente siguiendo parte de la conformación ancestral del pueblo, lo cual hace que el territorio sea compartido por los cantones de Golfito y Corredores, pertenecientes a la provincia de Puntarenas y cercanos a la frontera de Panamá, país en donde se ubican también comunidades ngöbe o guaymi –ver mapa 2–.

Mapa 2. Red hídrica y límites naturales del territorio indígena de Conteburica

Fuente: Sistema Nacional de Información Territorial (SNIT) y Basemap, Arc Map.

Geomorfológicamente, según Bergoeing, se compone de rocas ígneas del complejo de Nicoya del cretácico alternadas «con series sedimentarias, monótonas,

muy levantadas de la formación de Puerto Armuelles»⁴³ del pleistoceno inferior y paisajísticamente como un conjunto de elevaciones de donde se originan pequeñas redes hídricas, algunas de las cuales desembocan en el Océano Pacífico. Por tal motivo, se pone en evidencia que el relieve se convierte en otro factor que dificulta el abastecimiento de agua potable por gravedad, debido a que los asentamientos se localizan en los «altos», mientras las quebradas permanentes en los fondos.⁴⁴ Asimismo, a nivel biogeográfico predomina un bosque maduro con especies características de bosque muy húmedo tropical con enredaderas, árboles de gran tamaño con especies como sotacaballos –*Zygia longifolia*–, mayo colorado –*Vochysia ferrugine*–, entre otras.⁴⁵

Políticas públicas y conflictividades asociadas al agua para consumo humano: algunos hallazgos

Este apartado contiene las políticas públicas implementadas por diferentes instituciones en las comunidades en estudio, así como las conflictividades relacionadas.

Por tal motivo, es necesario aclarar que el término institución se utilizará desde el enfoque conceptual de la corriente del neoinstitucionalismo, debido a que este enfoque

reconoce como instituciones a múltiples entidades⁴⁶ que tienen como característica en común «...poseer y ser instrumentos de regulación y reproducción de los patrones de comportamiento de los actores en los diferentes aspectos de la vida de las personas».⁴⁷

Estas entidades pueden ser, a su vez, clasificadas en dos tipos: formales y no formales, las primeras regidas por marcos normativos –leyes, reglamentos, contratos– y las segundas más por códigos de conducta y comportamiento sociocultural.⁴⁸

En las instituciones formales se incluirá, para este caso, al Instituto Costarricense de Acueductos y Alcantarillados (AyA)⁴⁹ y las Asociaciones de Desarrollo Integral Indígena (ADI),⁵⁰ debido a que son las instituciones formales con

⁴³ Jean Pierre Bergoeing, *Geomorfología del Costa Rica* (San José, Costa Rica: Instituto Geográfico Nacional, 1998), 350.

44 Asimismo, debido a la gravedad y la localización de la población respecto a las fuentes de agua, se debe considerar la potencial contaminación a la que se exponen algunas potenciales fuentes de agua debido a las letrinas y tanques sépticos.

45 Rodrigo Quesada, «Los Bosques de Costa Rica» (Ponencia en el IX Congreso Nacional de Ciencias, Instituto Tecnológico de Costa Rica, Cartago, 2007), 9, <http://www.cientec.or.cr/exploraciones/ponencias2007/RupertoQuesada.pdf>.

46 Incluye instituciones tales como: empresas, familias, asociaciones voluntarias, gobiernos nacionales, regimens internacionales, etc. Elinor Ostrom, «Institutional Rational Choice. An Assessment of the Institutional Analysis and Development Framework», en: *Theories of the Policy Process*, (ed. Paul Sabatier) (Colorado, Estados Unidos: Westview Press, 2007), 22.

47 Mora González, «La transformación del aparato productivo...», 40.

48 *Ibíd.*, 40.

49 A partir de este punto tratado como AyA.

50 A partir de este punto tratado como ADI.

personería jurídica y marcos normativos. Mientras que en el caso de las instituciones no formales, a las organizaciones familiares que coordinan y juntan esfuerzos para abastecerse de agua a partir de lazos sanguíneos o de amistad.

Alto Conte, territorio indígena Conte Burica

A través del conversatorio del día 30 de mayo del 2019 y del taller realizado el 25 de enero del 2020 en la comunidad de Alto Conte, en el marco del proyecto de investigación «Gestión social del agua en los territorios indígenas desde la sociología visual. Casos seleccionados en las provincias de Puntarenas y Limón», las personas con más años de vivir en la comunidad manifestaron que hace aproximadamente más de medio siglo no había problemas de carestía de agua para consumo humano, a pesar de la ausencia de cañería. Lo anterior, en tanto se recordó que había abundantes quebradas y nacientes y menos población que en la actualidad, lo que garantizaba posibilidades de abastecimiento, a pesar de las disminuciones por la época seca. Tal como lo señala Espinoza, a enero ya contaba 64 traslaciones al sol:

Bueno, en el caso mío, cuando yo tenía como 15 años aquí había agua suficiente, pero claro nosotros nunca tenemos ni tuvimos agua potable como dicen ustedes,

nosotros siempre íbamos o vamos a la quebrada o nacientes como le decimos a buscar el agua, pero no había escasez de agua, había suficiente, pero con los años como la población ha ido aumentando, eso con el tiempo ha sido la causa, que hay más gente entonces el agua ya no. 51

No obstante, a partir de fines de la década de 1980 e inicios de la década de 1990 ya se comienzan a manifestar dificultades de acceso al agua para consumo, lo que obliga a construir, para la comunidad, por primera vez, un acueducto por gravedad de aproximadamente 20 tomas. Este acueducto, según Espinoza fue construido por una organización no gubernamental (ONG) y abasteció en un momento a la comunidad de forma satisfactoria. No obstante, actualmente se encuentra rebasado, pues al 2019 se contabilizaron, según Castro, aproximadamente 60 familias; mientras el acueducto apenas abastece aproximadamente a 15 familias y 6 instituciones, para un total de 21 entes beneficiarios.⁵²

El problema de la deficiencia de agua para consumo humano inició oficialmente desde hace 20 años, pero se ha agudizado conforme ha incrementado la población de la comunidad y los servicios públicos –escuela, colegio, EBAIS–; que, a su vez, proporcionalmente, han provocado contaminación y cambios en el uso de suelo, con lo cual han afectado las ya limitadas fuentes de agua cercanas a la comunidad.

También Espinoza mencionó el empeoramiento causado por el cambio climático, que identificó principalmente a través de la prolongación de la época seca y su respectiva afectación sobre nacientes y quebradas estacionales y permanentes –las fuentes permanentes disminuyen–.⁵³

Debido a lo anterior, tanto Castro como Espinoza comentaron que el actual acueducto se encuentra sobrecargado –por abastecer más casas de la capacidad original–, lo que obliga a muchas familias a complementar el suministro de agua

familiar en época seca a partir del aprovechamiento de quebradas disponibles en sus parcelas y que otras se vean totalmente excluidas y tengan que retornar a la forma de abastecimiento anterior –quebrada o naciente cuya idoneidad para consumo es desconocida o cuestionable–.

En este punto surge la primera conflictividad, pues si bien el Estado ha realizado mejoras a nivel de infraestructura educativa y sanitaria, por medio de la ampliación de servicios públicos, no ha considerado los riesgos sanitarios que implica la ausencia de agua potable. Al preguntar sobre esta particularidad, Castro reaccionó y explicó que el asunto del agua para consumo humano ha implicado una lucha y que no hace mucho tiempo se ganó una batalla legal que obligó al Estado, a través de un estudio realizado mediante la figura de consultoría, a identificar fuentes de agua y diseñar un acueducto de aproximadamente 110 tomas.⁵⁴ De dicha consultoría se generó la identificación de unas fuentes a cinco o seis kilómetros de la comunidad y se estimó el costo de la construcción de la obra en ₡350 000 000, monto que el AyA aún no ha dicho si va a brindar, ni mucho menos la fecha de arranque de la obra.

Sobre esta situación, Espinoza manifestó:

El AyA armó el proyecto pensando en eso, en que se abastecen por lo menos la vecindad de aquí de Alto Conte, hace como 2 años y no se ha visto agua; ellos vinieron los del AyA, igual nos dimos cuenta de que había reunión y vinimos, y nos dijeron que arrancan en marzo a trabajar. Esto no le dije yo a ellos, pero a nosotros casi todos los años nos dicen eso y hasta ahora no se ve nada, vienen como a tranquilizarnos que ya va a empezar, nosotros quisiéramos que venga alguien a ayudarnos con esa situación. ⁵⁵

A esto se suma un conflicto endógeno, que consiste en que una persona indígena pretende recibir un monto económico por ceder el terreno para construir el nuevo acueducto y permitir el aprovechamiento de las aguas para realizar el

acueducto futuro diseñado por AyA. Tal como lo explicó Castro en el taller: Nosotros fuimos con el ingeniero, a ver esas nacientes, y son tres nacientes en la misma propiedad. Esas están como a 3 kilómetros aproximadamente y el nivel llega a aquí. Es más, sube aquí al colegio. La idea era traerla ahí al proyecto para que las bombas la jalaran y la levantaran, pero el hombre dijo: «claro está bien, pero la ADI me tiene que dar 25 millones».

El problema es el que yo le dije a una persona que él quería los 25 millones pero de un sólo, así uno seguido del otro, pero habría que hacer un papel, porque la gente es muy lista un día están pidiendo 25 millones y al otro están pidiendo otros 25 más, entonces el problema es ese que yo les decía a los de la ADI y resulta que yo dije que no quería problemas y se filtró la información, y el gobierno dijo que el agua era un recurso vital necesite quien la necesite. Entonces la ADI, perfectamente puede tomar la decisión porque las escrituras las tiene la ADI, el AyA no puede meterse por que es territorio, pero la ADI si puede hacerlo porque es el representante legal del territorio.⁵⁶

Es decir, este es un conflicto por la apropiación de una persona indígena sobre un espacio del territorio que contiene recursos de uso y beneficio común para la comunidad. Lo anterior, en el entendido de que los territorios indígenas son propiedad colectiva de la comunidad indígena y no poseen en su interior propiedades privadas –formalmente reconocidas más allá de los acuerdos comunes internos–, sino que cada uno constituye una única escritura pública, lo que podría considerarse, a su vez, como un espacio con recursos de uso común.⁵⁷ De esta forma, la persona indígena «propietaria» estaría cometiendo no solo una apropiación de un recurso hídrico común, sino desconociendo la Ley de Aguas n.º 276, que reconoce las fuentes de agua como bienes de dominio público.⁵⁸ Asimismo, la posibilidad de que el ADI pueda «comprarle» es bastante improbable, pues no dispone de los recursos solicitados por esa persona.⁵⁹

Por otra parte, a pesar de estas dificultades, priva un sentido de realidad pesimista, ya que las personas de la comunidad tienen claro que la asignación de recursos para la infraestructura depende de las prioridades del AyA y de relaciones de poder y distribución ecológica del contexto, en donde saben que se sitúan en las últimas posiciones. Evidencia de esto fue el caso comentado por Castro en el conversatorio cuando mencionó a otra comunidad del territorio Conte Burica llamada Altamira, en donde, a pesar de tener fuentes propias idóneas para abastecer la demanda de agua potable de la comunidad indígena, estas son captadas no para provecho de la comunidad, sino para abastecer proyectos turísticos en

playas «cercanas» fuera de territorio indígena con un acueducto de más de 12 kilómetros.⁶⁰ Ante esto, Castro reaccionó: «¡Ahí sí hay plata!, por eso digo que nos tienen burlados a nosotros, estos inditos no, ¿para qué invertir en los inditos que no lo merecen? No, pero para ellos sí, pero para Alto Conte no hay plata, yo pienso que todos valemos igual, todos somos seres humanos».⁶¹

Asimismo, indicaron que cuando el AyA ha visitado la comunidad para ver el problema, se le ha solicitado el envío de camiones con agua, pero la institución tampoco ha respondido ante la petición.⁶² Conexo a esto se encuentran desaciertos de planificación territorial, ya que según comentó Castro, los tanques sépticos de la nueva escuela se ubicaron sin considerar la existencia de tres nacientes cercanas que son utilizadas en verano por la población para recoger agua para abastecer el agua de consumo humano.⁶³

Las comunidades de Ujarrás y Guanacaste, territorio indígena Ujarrás

Por otra parte, en el caso de las comunidades de Guanacaste y Ujarrás en el territorio indígena Ujarrás, al igual que en el caso anterior, en el pasado las personas de la comunidad abastecían su demanda de agua de las quebradas cercanas por medio del uso de mangueras o recipientes.⁶⁴ No obstante, en los años

recientes se ha experimentado una disminución de las fuentes con calidad para consumo humano, debido a la contaminación, el cambio climático, las quemas,⁶⁵ la ganadería y las chancheras; estas últimas principalmente en manos de terratenientes y usurpadores no indígenas. Lo anterior resulta contradictorio, en tanto es uno de los territorios con mayor riqueza a nivel hídrico, debido al caudal del río Ceibo y sus numerosas quebradas que alimentan su cuenca y que, a su vez, delimita parte importante del territorio en cuestión –ver mapa 1–.

Es necesario mencionar en este punto que Ujarrás centro concentra la infraestructura comunitaria y educativa del territorio –colegio y el CINDEA, salón comunal, plaza, e incluso centros recreativos y un zoológico en manos de no indígenas–. Por tal motivo, hace aproximadamente una década fue creado el Acueducto Rural de Ujarrás, como resultado del esfuerzo de la comunidad, luchas legales y de reiteradas solicitudes de apoyo al AyA. No obstante, este abastece 246 viviendas de cuatro de las once comunidades del territorio indígena de Ujarrás: Ujarrás centro, San Vicente, el Carmen y una pequeña parte de

60 *Ibíd.*

61 *Ibíd.*

62 *Ibíd.*

63 *Ibíd.*

64 «Fonseca», entrevista por Stephanie Forester Delgado y Ana Lucía Mora González, 18 de julio de 2019. Taller Gestión Social del agua en Territorio indígena Ujarrás.

65 Las quemas han llegado a afectar y amenazar incluso la fuente del acueducto rural de la comunidad. «Méndez», entrevista por Stephanie Forester Delgado y Ana Lucía Mora González, 18 de julio de 2019. Taller Gestión Social del agua en Territorio indígena Ujarrás.

Guanacaste.⁶⁶ Resulta poco probable que se expanda por cuenta propia, debido a que tienen mínimos recursos excedentes, como para crear la infraestructura que abastezca la totalidad del territorio. Tal como lo explicó Méndez:

En lo personal mío, desde hace tres años y cuatros meses que tengo de estar en la ASADA, siempre con los problemas acueductos ayuda con los proyectos, gracias a

los vecinos que se esforzaron mucho en el proyecto. El AyA hizo una parte del proyecto, se fueron y no dejaron el proyecto completo, dos años del 2016, 2017 empezamos acá luchando con el AyA para que terminaran el proyecto como se debe, y poder avanzar y establecernos como se debe, fueron dos años porque demandas vienen, demandas van al propio alcantarillado, entonces hasta ahora podemos decir que el proyecto está concluido en su totalidad [...] sin embargo hay problemas con el agua, con el abastecimiento, como Palmital, Santa Cruz, Santa María y algunos sectores de la misma comunidad como Guanacaste que hay lugares que no hay agua potable, que carecen de agua y de todo y todavía no hemos abastecido quizás el 100% del agua a toda la población.⁶⁷

Muestra de eso es que, según Méndez: «no está en nuestras manos, nosotros lo que aquí hacemos es una tarifa mínima del cobro de agua mensual, entonces solo nos da para: pagar el fontanero, comprar materiales y los materiales que se usan son bien costosos».⁶⁸ Aunque rescataron que la ADI fue la institución que les brindó mayor apoyo, ya que es la que ha aportado recursos al acueducto rural en tiempos de desastres naturales y para luchar contra las quemadas en verano, por medio de la creación de guardabosques y de un grupo de jóvenes brigadistas de voluntariado, es decir, una institución formal del propio territorio.⁶⁹

Sumada a la limitación de recursos financieros, se encuentra la limitación de recursos hídricos adecuados para consumo humano, pues algunas fuentes que en algún momento se consideraron como alternativas, posteriormente fueron descartadas mediante pruebas de laboratorio. De esta forma, el principal desafío es el crecimiento demográfico respecto a los recursos hídricos para consumo humano disponibles, porque cada vez es más difícil encontrar fuentes de agua que clasifiquen como adecuadas dentro del territorio para abastecer la creciente demanda de la población.⁷⁰

Aunado a esto, Méndez reconoce la existencia de tomas ilícitas de agua

que afectan el suministro de los 246 abonados, en ocasiones, pues «...como en cualquier lado no solo aquí, existen conexiones ilícitas ilegales, entonces lo que nosotros podemos decir, que solo para una casa, aunque nosotros le digamos

66 *Ibíd.*

67 *Ibíd.*

68 *Ibíd.*

69 *Ibíd.*

70 El acueducto de Ujarrás fue diseñado por AyA al estimar un crecimiento de la población a 20 años y ya consumió los primeros 10 años de la estimación. *Ibíd.*

solamente para una casa de habitación ahí siempre están conectadas, uno nunca sabe, lo hacen como a escondidas entonces».71

Estas preocupaciones se agudizan, particularmente en las comunidades en donde aún ni siquiera llega el acueducto y se suman a los crecientes riesgos derivados de la usurpación de tierras y a las quemas ilegales, que han afectado ya a la fuente actual en varias ocasiones. Tal como lo señaló Méndez, cuando señaló que el año anterior:

Yo un sábado estudiando y me llama el fontanero que el fuego ya estaba casi que llegando a la toma. Yo tuve que venirme de Pérez Zeledón y aquí llegar y armar un grupo de gente para ir arriba, a por lo menos defender el área de captación del agua y pudimos controlarlo, pero viera que es un problema ambiental muy fuerte.72

Al igual que en el caso de Alto Conte, Méndez comentó que, al calor de la conflicto y la demanda de la población, el AyA ha realizado visitas a la zona para mostrar interés en la ampliación del acueducto, y han dicho que van a colaborar, pero luego desaparecen y no responden ni siquiera a correos electrónicos.73

Debido a lo anterior, todas las poblaciones que no cuentan con abastecimiento de agua mediante acueducto no tienen otra opción que abastecerse de forma improvisada, mediante mangueras o baldes de aguas posiblemente de calidad no potable.74 Esto, sin olvidar que en el caso de las comunidades indígenas que

tienen acceso a agua suministrada por ASADA o por AyA, los trabajos que se realizan son de asistencia básica,⁷⁵ es decir, muchas veces no tiene cloración.⁷⁶ No obstante, la principal contradicción a nivel de distribución ecológica que no fue mencionada en el taller, pero es posible identificar, consiste en que mientras muchas personas indígenas del territorio no tienen suministro de agua por cañería y las que son abonadas del acueducto rural de Ujarrás a veces experimentan dificultades de abastecimiento de agua en verano,⁷⁷ en este mismo territorio existen otras fuentes⁷⁸ de mejor calidad que son captadas por AyA para abastecer la población y comercios del casco central del Buenos Aires, ⁷⁹ por lo

71 *Ibíd.*

72 *Ibíd.*

73 *Ibíd.*

74 Tal como ocurre en Guanacaste, en donde se recolectó una muestra de agua de una quebrada de la cual se abastecen varias familias indígenas, y se encontró un número elevado de coliformes fecales y *E. coli* –350 NMP/100ml–, así como la presencia de *Enterococcus faecalis* (540NMP/100ml) y 23UPF/100ml de Colifagos Somáticos. INISA. Informe de resultados muestra 2019-A372 (3 de diciembre de 2019).

75 Yamileth Astorga, «Situación del recurso hídrico» (Ponencia, Decimocuarto Informe Estado de la Nación en Desarrollo Sostenible, San José, 2008), 35, https://estadonacion.or.cr/files/biblioteca_virtual/014/Recurso-hidrico-Astorga.pdf.

76 Tal como ocurre en Ujarrás.

77 Debido a que la naciente de la que se abastece la ASADA se encuentra deforestada a consecuencia de la ganadería circundante de la población no indígena que usurpa y ocupa este territorio indígena.

78 Quebrada Sarai.

79 Yamileth Astorga, «Situación del recurso hídrico», 50-51.

que quedan las contrariedades sobre: ¿para quienes no hay agua y para quienes sí?, ¿son las poblaciones indígenas una ciudadanía de segunda categoría?

Asimismo, surge otra contradicción, si se realiza una breve revisión de las acciones de conservación y cuidado del recurso hídrico, se señala que la ASADA

y la ADI han sido las responsables del cuidado del recurso hídrico tanto del acueducto rural local como del que abastece el casco central de Buenos Aires, cuando todavía un número importante de población⁸⁰ no dispone de acceso a agua de consumo humano mediante acueducto. Muestra de la contradicción anterior es que en marzo del año 2020 las brigadas locales «DualgoKima y los Guardarecursos»⁸¹ atendieron un incendio forestal de mano criminal en la fuente de agua que abastece Buenos Aires. Ante esta situación, una noticia señalaba que se enviaría un documento al AyA «... para que tomen con seriedad el trabajo en conjunto con la ADI en cuidar la cuenca Saray».⁸² Lo anterior evidencia el abandono y el sobrepeso de funciones de protección en las organizaciones locales, mientras el AyA realiza una función extractivista del recurso para abastecer a las poblaciones no indígenas en su mayoría.

Además, llama la atención la noticia «...piden al Ministerio de Ambiente y Energía, para que pongan mano dura a las personas que provocan este tipo de situaciones». No obstante, ignoran que la mayoría de las personas que provocan estos incendios, en su mayoría, son no indígenas que realizan operaciones de caza ilegal de venados y otros mamíferos y que la situación es un problema constante en los territorios indígenas de todo el cantón de Buenos Aires en los meses de verano. De esta forma, se muestra otra disputa dentro de los territorios indígenas, en tanto estos corresponden no solo a poblaciones originarias, sino de protección estatal, debido a que salvaguardan parte del patrimonio natural y cultural nacional.

Conclusiones

Hasta este punto se han evidenciado diversas conflictividades y contradicciones que afectan el agua para consumo humano en los territorios de Ujarrás y Conte Burica. No obstante, la principal de ellas consiste en que, a pesar de la larga data de la legislación costarricense en materia de territorios indígenas y los

derechos de los indígenas costarricenses, la legislación vigente es incompleta en cuanto al reconocimiento de todos los derechos de los pueblos indígenas.

Debido a lo anterior, los pueblos indígenas en general han resistido violencia simbólica, física y material; lo que incluye la privación a lo establecido en el artículo

80 Recuérdese que las comunidades del territorio indígena que aún no tienen agua son Palmital, Santa Cruz,

Santa María y una parte importante de la comunidad de Guanacaste, todas pertenecientes al territorio

indígena de Ujarrás.

81 Canal TV Sur, «Controlan incendio forestal en Ujarrás», Canal TV Sur, 19 de marzo de 2020, <http://www.tvsur.co.cr/etiqueta/ujarras/>.

82 *Ibíd.*

50 de la Constitución Política que corresponde al derecho a una vida saludable y, más recientemente, también al reconocimiento del «...derecho humano, básico e irrenunciable

de acceso al agua potable, como bien esencial para la vida».83

De esta forma, tampoco es casual que la provincia de Puntarenas sea la segunda provincia con mayor cantidad de población que se abastece con agua no potable en zona rural y, a la vez, sea también la provincia con mayor cantidad de territorios indígenas a escala nacional, pues contiene 11 de los 24 territorios a escala nacional. Lo anterior evidencia inequidades a nivel de suministro de agua en esta provincia periférica y, especialmente, en su zona rural, por medio de la forma de omisión y limitada acción estatal apenas contestataria a procesos legales –justificada principalmente en limitaciones económicas–.

Puntualmente, en el caso de las comunidades estudiadas resaltan contradicciones en la distribución ecológica inequitativa, ya que ambos territorios tienen fuentes idóneas de donde se alimentan acueductos que abastecen poblaciones no indígenas fuera de los territorios; mientras que dentro de los territorios

varias poblaciones no tienen acceso a suministros de agua de calidad potable.

Dicha desigualdad causa, como principal impacto, que las fuentes extraídas permitan el progreso económico y la seguridad sanitaria en poblaciones fuera de los territorios, mientras que expone a las poblaciones indígenas, excluidas, a riesgos sanitarios que afectan su calidad de vida y limitan sus posibilidades de progreso humano y económico.

Asimismo, se reconoce que ambos territorios, a pesar de sus diferencias culturales, experimentan dificultades socioeconómicas y socioambientales que ponen en peligro la sobrevivencia, a largo plazo, de su población. Lo anterior, posiblemente no solo se asocia a su localización en zonas de difícil acceso y con limitadas vías de comunicación, sino debido a su extrema posición periférica respecto a los focos de desarrollo de inversión pública.

Finalmente, en ambos casos se reconocen conflictos al interior de las propias comunidades. En el caso de Ujarrás se identifican conflictos debido a la usurpación de las tierras por personas no indígenas y conexiones ilícitas en Ujarrás, así como limitaciones en las capacidades de abastecimiento del acueducto, lo que ocasiona divisiones al interior del propio territorio. Mientras en el caso de Alto Conte, el conflicto interior fundamental deriva de los procesos de aculturación que han llevado a intentar concebir como privados y capitalizables bienes comunes clave para sobrevivencia de las comunidades indígenas. No obstante, ambos territorios coinciden en su confrontación legal con el AyA para garantizar el derecho humano de acceso al agua potable.

83 Ley n.º 9849, Adición de un párrafo al artículo 50 y de un transitorio al título XVIII, capítulo único, disposiciones transitorias, de la Constitución Política, para reconocer y garantizar el derecho humano de acceso al agua (La Gaceta, 20 de mayo de 2020), https://www.imprentanacional.go.cr/pub/2020/07/02/COMP_02_07_2020.pdf#page=2.