



**CATHOLIC UNIVERSITY OF
SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

TITLE OF PAPER

**ANNOTATED TRANSLATION OF THE AERO CLUB DEL ECUADOR
WEBSITE AS A CONTRIBUTION TO THE INTERNATIONALIZATION OF
THE ECUADORIAN AVIATION FIELD**

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**SUBMITTED IN REQUIREMENT FOR OBTAINING THE BACHELOR OF
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TRANSLATION**

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CERTIFICATION

We certify that this research project was presented by **Pedro Manuel Alchundia Castro** as a partial fulfillment for the requirements for a **Bachelor of Arts Degree in English Language with a Minor in Translation**.

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STATEMENT OF RESPONSIBILITY

I, Pedro Manuel Alchundia Castro,

HEREBY DECLARE THAT:

The Senior Project: **Annotated translation of the AERO CLUB DEL ECUADOR website as a contribution to the internationalization of the Ecuadorian aviation field** prior to obtaining the **Bachelor of Arts Degree in English Language with a Minor in Translation**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

Guayaquil, in the 23rd day of September of 2015

AUTHOR

Pedro Manuel Alchundia Castro



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AUTHORIZATION

I, Pedro Manuel Alchundia Castro,

Authorize the Catholic University of Santiago de Guayaquil to **publish this Senior Project: Annotated translation of the AERO CLUB DEL ECUADOR website as a contribution to the internationalization of the Ecuadorian aviation field** in the institution's library. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

Guayaquil, in the 23rd day of September of 2015

AUTHOR

Pedro Manuel Alchundia Castro

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Thank you all for let me be as I am now. A lucky person that has lived part of his life at the classrooms of the Catholic University of Santiago de Guayaquil.

Pedro Alchundia

DEDICATION

I would like to dedicate this to my family:

Pedro Alchundia Zambrano

Leonor Castro Mantilla

Paola Alchundia Castro

Coraly Alchundia Castro

Gabriela Alchundia Castro

Johanna Reyes Alchundia

Family is not important thing. It's everything! (Michael J. Fox)



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GRADE

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ABSTRACT

The following annotated translation is based on general and aeronautical terms; it is an endeavour to contribute not only to a specific Ecuadorian flight school, Aero Club del Ecuador, but also to the Ecuadorian aviation field. Its website, www.aeroclubdelecuador.com.ec presents a monolingual system through the webpages, which limits itself to the global market in Latin America and any other area where Spanish-speaking countries are found. At the moment ACE has few international student pilots enrolled for this year. Although, they are foreigners, they are from neighboring countries of Ecuador and ACE is in the pursuit of new further territories. The aim of this website translation followed by an accurate level of localization is to provide a great advantage for people, who are in other places in the world and would like to learn how to fly and become a pilot with international certifications that are backed by the ICAO (International Civil Aviation Organization), DAC (Dirección General de Aviación Civil) and other international regulations. Furthermore, it will create an interest to visit and see exotic landscapes that make our country unique. Also, ACE is looking for the increase of student pilots and stand out from others flight schools in order to obtain more capital to improve the education. Moreover, in this render of the website strategic images will be interpreted under appropriate localization guidelines. Another aim is to boost the English language at the flight school by being exposed as an international flight school on social media becoming more efficient and competitive for new challenges and avoiding language barriers that may exist. It is important to mention that this annotated translation will become guidance for visitors to choose the type of flight training program offered by ACE and requirements needed to meet before the enrollment.

Keywords: annotated translation, ACE, ICAO, DAC, aviation field, regulations, flight training programs.

1. INTRODUCTION

Translation is applicable in every field in which communication is an essential factor. It could be suggested that conveying meaning with a specific purpose is the most important action within the translator involvement.

Web translation is relative new since the invention of new technologies which have developed a new way to keep the connection between two sides: companies and consumers. The globalization of information has contributed to implement contemporaneous methods to reach every corner of the world. Website translation is part of this globalization. Companies use this method either to advertise, sell a product or a service.

Pym found that Cross-cultural communication via web pages is one of the fastest growing areas due to the era of electronic communications. This supports the idea that for websites translation we need not only linguistic knowledge but computer science knowledge as well. (Pym, 2010)

Moreover, applications on mobile devices bring nearly the same characteristics of websites and they can also be used as tools.

In this project the translation of certain media was chosen as a contribution for a special field. The website, www.aeroclubdelecuador.com.ec presents aeronautical and business aims to society. This flight school is going to have the opportunity to reach a wider range of users through the translation of this website.

1.1 TOPIC AND JUSTIFICATION

At ACE, (Aero Club of Ecuador), there is a need to expand its institutional name in the aeronautical world, and to make it's income to keep going in hand with the new era. Consequently, this is a project of high importance since it will help to reach the mentioned goal. It will possibly extend the number of the unique website visitors and will attract the attention of prospective students of the Ecuadorian flight school.

According to the website www.internetlivestats.com, around 40% of the world population has Internet access. On the other hand, in 1995, it was less than 1%. Nowadays, there are more than 3 billion Internet users and the mentioned number is increasing significantly. Those users are potential ACE's website visitors. Moreover, a monolingual website is considered to be a great limitation. (Internet Live Stats)(See Appendix 5.3)

As reported by IDC (International Data Corporation, 2015), Internet users are four times more likely to buy products and services when the websites they visit is in their own language. Moreover, users tend to spend more time on websites available in their mother tongue. (Forrester Research, 2015)

With a render from Spanish to English users will find the website familiar and feel free to carry out the activities that they are interested in.

2. PROBLEM

2.1 STATEMENT OF THE PROBLEM

Several problems were determined to justify this project.

First, there is a lack of an international appearance in the ACE. Alfonso Cerón, President of the ACE and the Pilot in command of Trush aircraft, is looking for refreshing its flight school image to appeal a higher number of international student pilots in the near future

Second, since there are new flight schools around the AIJJO (Aeropuerto Internacional de Jose Joaquin de Olmedo), competitiveness and innovation are main factors for the ACE to stand out from others.

Third, the amount of student pilots has decreased 2 years ago and ACE is looking for options to increase their operations.

Finally, Student pilots, when they need some information, they primarily obtain it from Internet. Most of the users, who are looking for the best education in aviation to become a pilot, look for a complete package which includes flights, ground training and English proficiency. If there is a flight school offering English courses, its website should also show this by providing a bilingual website. There also exists a distinct need to provide them a higher level of proficiency.

Consequently, when there is an increase of student pilots enrolled in flight training programs, there is also an increase of money transactions and these factors can positively affect the flight school performance.

What is more, ICAO (International Civil Aviation Organization) imposed in 2003, as a requirement for pilots who operate on international territories, the minimum level 4 of English (Scale from 1 to 6) due to accidents and incidents occurred in the past. As English is the Lingua Franca accepted by the ICAO. (Brian Paltridge, 2013)

Although, there is lack of foreign-language proficiency at ground school, the translation of the website would be a considerable introduction to make this change. Aircraft manuals, instrument names, acronyms, and terms

are in English. Moreover, ACE offers English classes for those students who are interested in getting the forth level of English proficiency for pilots.

2.2 RESEARCH QUESTIONS

- Will this contribution encourage ACE to innovate?
- Will the number of users vary in the website?
- What difficulties or problems will present in order to render the translation?
- How will the translator solve the problems presented in the translation?

2.3 GENERAL AND SPECIFIC OBJECTIVES

2.3.1 GENERAL OBJECTIVE

To implement website translation research to use persuasive elements and specialized terms in order to attract more people interested in aviation, develop the internationalization of ACE, and compete with other flight schools through the transference of linguistic items from Spanish to English with the aid of a programmer.

2.3.2 SPECIFIC OBJECTIVES

- Analyze the ST and the TT, identify possible problems that may occur during the translation process and set the possible solutions to the problems.
- Identify special terms and try to convey them accurately into the TL..
- Distribute and organize annotations in agreement with their linguistics features.

2.4 CONCEPTUAL FRAMEWORK

In this section of the project, a general background of ACE will be found to expose a clearer understanding about how important website translation is.

Moreover, in the given project important issues about international standards for websites have been taken into consideration before translating ACE's website and some of these guidelines are presented below.

2.4.1 COMPANY

ACE is a flight school founded and certified by the Civil Aviation of Ecuador in 1931. It is a non-profit institution in constant pursue of improvements. Graduate pilots constitute a remarkable contribution to the country and the world. Moreover, the willingness of the members of ACE to be integrated as a family set this flight school as a home for friends and aviation amateurs worldwide.

ACE was created as a factory of pilots with a very clear aim: to focus on educational quality with the participation of flight instructors, those who love what they do, under national and international regulations.

Its location is in Guayaquil, at the surroundings of the AIJJO, international airport of this city.

2.4.2 INTERNATIONAL STANDARDS

2.4.2.1 WORLD WIDE WEB CONSORTIUM

The World Wide Web Consortium (W3C) is the principal international standards organization for the World Wide Web. Up to September 6th 2015, it is constituted by 396 members, who maintain full-time staff and people in general in the development of standards of the World Wide Web (WWW). (World Wide Web Consortium, 2015)

As ACE is linked to the aforesaid standards since it has a website, certain guidelines from W3C must be followed in order to ensure its success.

According to W3C, If content is internationalized, the programmer should design or develop it in a way that provides a good work and update for users belonging to different cultures and speaking English language. (W3C, 2015)

2.4.2.2 LOCALIZATION INDUSTRY STANDARDS ORGANIZATION

According to LISA (Localization Industry Standards Organization), Localization for websites must be technically and culturally neutral in order to be agreeable for localization to specific target markets. (Localization Industry Standards Organization, 2005)

Singh & Pereira (2005) determine five degrees of localization for websites:

- Standardized (One website for all countries)
- Semi – localized (One site gives information to many countries)
- Localized (a whole translated site for each country)
- Extensively localized (translation plus country-specific adaptations)
- Culturally customized (a new site completely immersed in the target culture)
(Pereira, 2013)

2.5 TRANSLATION AND LINGUISTIC DEVICES

2.5.1 TRANSLATION

“Translation is a form of communication between human beings, and not simply an operation between languages – or between oral and written texts. It is the perspective that spurs the best modern approaches. It would be too cumbersome and little practical value to review here the linguistic views that see translation as substitution of signs belonging to different code. (Catford-1969, Vinay and Dalbernet -1957, Newmark -1982, 1988, etc,)” (Viaggio, 2006)

Translation goes beyond text and words that come out from our mouth. It is more than that and it requires contemporary approaches in order to be successful.

2.5.2 ANNOTATED TRANSLATION

Annotated translation is used to explain the word choices of the translator as to clarify and explain what they are and what problems are presented. These choices are normally given in footnotes. (Trinity College Dublin, 2014)

This technique is normally applied when content has special terms or cultural phrases that are difficult to understand for average audience and need to be explained within the translation. One example is the acronyms used in aviation, which are indicators of high specialization text.

2.5.3 INTERSEMIOTIC TRANSLATION

Lucia and Aranda, in their HANDBOOK OF SPANISH-ENGLISH TRANSLATION, mentioned Jakobson, who suggested that intersemiotic translation comprehends the translation between a non-verbal and a verbal language. (Darbelnet, Handbook of Spanish-English, 2007)

ACE's website presents texts to refer to social network that can be represented into images since their content are obvious and easy to understand for the target audience.

2.5.4 BORROWING

In an article presented at Universitat Autònoma de Barcelona, Molina and Hurtado mentioned Vinay and Darbelnet stating that borrowing is a word taken directly to another language without change and is incorporated directly to the language. (Darbelnet, Translation Techniques Revisited: A Dynamic and Functionalist Approach, 2002)

Borrowing is presented in aviation very often. It starts from aircraft registration to daily jargon such as certificates or specific terms in the field. The aircraft registration HC-BKC belongs to the "aircraft" section and it is kept the same for both ST and TT.

2.5.5 CALQUE

Calque occurs when a foreign word or phrase is translated and incorporated into another language. (Darbelnet, Translation Techniques Revisited: A Dynamic and Functionalist Approach, 2002)

This technique is presented in the TT since some words such as “Aerodinámica” and “Fraseología”, in the ST, are translated keeping their same characteristics into “Aerodynamics” and “Phraseology”.

2.5.6 LITERAL TRANSLATION

Literal translation is another method in which the SL grammatical constructions are converted to their nearest TL equivalents, but the lexical words are again translated singly, out of context. (Newmark, 2007)

ACE’s website,

The description part of the flight training programmes presents an example of literal translation. These words are “sin instructor” in the ST and “without instructor” in the TT.

2.5.7 COMPENSATION BY MERGING

According to Higgins, this technique consists in condensate ST features, which have a long stretch of text into a short stretch in the TT. It requires fewer words to replace complex phrases or compound words in the TT. (Sandor Hervey, 2006)

As website audience does not read everything what is exposed on a webpage, this technique can be considered as a key for success on website translation. Reducing the number of words, the website will be more likely to reach its aim.

2.5.8 COMPENSATION BY SPLITTING

According to Higgins, Compensation by splitting is used when there is no single TL word that covers the same range of meaning as the word presented in the ST. (Sandor Hervey, 2006, p. 31)

This technique can be visible in the term “Cursos” in the ST and “Flight training programs” in the TT since there is a need to specify what kind of programs are offered by the flight school.

2.5.9 OMISSION

Omission takes place when the ST has features that do not match to the culture of the TL. (Darbelnet, Handbook of Spanish-English, 2007, p. 18)

An example is presented in the TT where titles of people are omitted and this technique makes it more suitable for the target culture.

2.5.10 ADAPTATION

According to Vinay and Darbelnet, adaptation is fundamental when the cultural content has other connotation in the TT. The translator has the freedom to use anything from the ST to transform the content with the same impact into the TT. This technique is normally used when elements of culture are different. (Darbelnet, Handbook of Spanish-English, 2007)

In the ACE’s website, several appealing phrases are presented and this technique is applied to convey the same meaning and reach the same function of the ST in TT, such as: “Obten tus alas con nosotros” vs. “Fly with us”.

2.5.11 PARAPHRASING

Paraphrasing is “a restatement of a text, passage, or work giving the meaning in another form.” (Merriam-Webster, Incorporated, 2015)

This technique applies the use of another words different from the ST in order to transmit the same meaning in the TT.

2.5.12 TRANSPOSITION

Transposition refers to the process where parts of speech change their sequence when they are translated. Basically, this is a shift of word class. e.g. change a verb of the ST into a noun, adjective, etc. In the TT.

“Diarios Guayaquileños” is presented in the ST whereas “Journals of Guayaquil” is in the TT.

2.6 METHODOLOGICAL APPROACH

The methodological approach for this project is based on comparative analysis through charts in order to divide techniques, purpose and translation type used in the final product. A plus was added, like localization degrees and a general analysis of the texts as complement for the annotated translation.

What is more, the functionalist approach in this type of translation is essential. Translators should use the function of the TT as a guide to accomplish its aim, which is operative. According to Karen Smith, images presented in advertisings are not that important, what is important is that the text of its image should have the same attention grabbing function as the original. (Smith, 2010)

Moreover, users of the ACE’s website must find it usable and make their experience as good as possible by providing them quality information.

2.7 RESEARCH INSTRUMENT

This translation should be annotated but for a more complete analysis of the text, it was decided to add other analysis so as to have a complete view of the annotated translation. Not only the text but also images which are vital for a website translation were taken into consideration.

For the current project, three charts are redesigned in order to establish characteristics or individual profiles of the ST and the TT. Moreover, a term bank is also provided as the final step.

Lingvo, which is a specialized dictionary, is considered as invaluable resource of translator struggling with special terminology. Electronic versions such dictionary as Lingvo X3 are particularly easy to search and can be used anywhere if installed on a laptop.

The categories are separated by number of charts to provide more detailed information.

For the purposes of the present project, a modified version of Christiane Nord's model is used. It represents a sequence of "WH-questions":

Chart 1

Questions	Explanation
Who transmits	Information about the author, acting as producer.
To Whom	Information about the audience, acting as receivers.
What for	The main goal of the content.
By which medium	Through what medium the content will be transmitted.
Where	Where the content was produced.
When	When the content was produced.
Why	The motive for producing the content of the ST.
With what function	What is the purpose of the content.

These questions will help to determine the dimensions of the project. Also, they will be developed to expose more comprehensive information and detect some possible translation problems.

It is important to mention that localization is the limitation of cultural features in the internationalization process of a website. (Pym, 2010)

In the following lines, a well established format of degrees of localization for web pages will be presented.

Singh & Pereira set five degrees of localization.

Chart 2

Degrees of Localization	ST	TT
1 Standardized (One website for all countries)	–	–
2 Semi – localized (One site gives information on many countries)	–	–
3 Localized (a whole translated site for each country)	–	–
4 Highly localized (translation plus country-specific adaptations)	–	–
5 Culturally customized (a new site completely immersed in the target culture)	–	–

(Pereira, 2013)

The following chart is focused on techniques applied during the translation process

Chart 3

Translation Techniques	ST	TT
Borrowing	–	–
Calque	–	–
Literal Translation	–	–
Compensation by merging	–	–
Compensation by splitting	–	–
Compensation in Kind	–	–
Omission	–	–
Adaptation	–	–
Paraphrasing	–	–

Explication	–	–
Particularization	–	–
Transposition	–	–
Intersemiotic translation	–	–

In aviation, pilots, air traffic controllers and people in general related to aviation use the following alphabet in their daily communication. Moreover, the ACE's website presents a webpage presenting the type of aircraft the Flight school has.

Character	Telefony
A	Alfa
B	Bravo
C	Charlie
D	Delta
E	Echo
F	Foxtrot
G	Golfo
H	Hotel
I	India
J	Juliett
K	Kilo
L	Lima
M	Mike
N	November
O	Oscar
P	Papa
Q	Quebec
R	Romeo
S	Sierra
T	Tango
U	Uniform

V	Victor
W	Whiskey
X	X-ray
Y	Yankee
Z	Zulu

(Federal Aviation Administration, 2010)

2.8 FINDINGS

2.8.1 CHART 1

Analysis of ST

Who transmits

The author of the ST text is not identified and the information about the age of the person, status, education, etc. is not given. As far as the information is not identified, the author is anonymous and it can be considered as the general voice of Aero Club del Ecuador. Therefore, it is suggested that the author has somehow a well rich background or an expertise in the field of aviation.

To whom

The ST is made for local audience and Spanish speaking countries in general. This limits the impact of the website, by making it available only for Spanish speakers. According to Instituto Cervantes, there are more than 560 millions of Spanish speakers and this number is increasing.

Moreover, it is for an audience who already has a notion or a background of the field of aviation and those are specifically Student Pilots, Commercial Pilots, Instructor Pilots, Air Transport Pilot License holders, etc.

What for

The intention of the ST is to convince the audience to choose ACE as the first option to obtain pilot training and get the corresponding license for each one of the users.

By which medium

Internet is the virtual medium for the audience to reach the ST exposed in the ACE's website. This occurs by implementing, colors, graphics and advertisements that contribute to the main goal of the website.

Where

The ST was produced and transmitted in Ecuador. This can be seen not only from the address below from each page that states that it is located in Guayaquil, a city of Ecuador, but also from the domain *.com.ec*

When

Although the ST does not show time of production, the audience expects the latest update of text, as the aviation field is on the cutting-edge itself. Other indicators are the prices of flight training programs that are updated along with fuel costs.

Why

The reason why it is produced is attributed to the fact that ACE advertises services of flight training programs and it seeks to attract more pilots for the development of the flight school.

With what function

The website presents advertisements and Information, which are persuasive and at the same time have informative characteristics for users.

Analysis of the TT

Who transmits

Same as ST.

To whom

The address of the ST is different from the TT. While ST is produced for Spanish speakers audience only, the TT is dedicated to English speaking audience. In this regard, the number of website visitors will increase and reach the goal of the translation involved in the project.

What for

Same as ST.

By which medium

The medium is the same as the ST. Nevertheless, the domain will change from *.com.ec* to *.com* and this indicates that will be available for a wider audience.

Where

Same as ST.

Why

Same as ST.

With what function

Same as ST.

Possible translation problems

As the answers of the ST and TT were compared, the difference between them came up. The following problems were detected. First, the different audience to reach since the ST was produced to reach Spanish speakers and TT to English speakers. English speakers can be divided into Native English speakers and Non-native English speakers. To reach both of them, Standard English must be used in order to avoid idioms and achieve the complete comprehension of the receivers.

Lastly, the domain from ST, *.com.ec*, would be changed to *.com* in TT. This will make ACE be more International and general for every person interested in visiting its website.

2.8.2 Chart 2

Analysis of the ST

The ST presents general and specific terms through the entire website. In the section “Historia”, words of locations like “Colegio Guayaquil” and “Estero Salado” suggest that these features of the text belong to cultural indicators of location as the author expects that the receiver knows exactly where they are located.

Moreover, the mention of Loreto, an unknown writer cited in the section “Quienes somos” is another cultural feature, whose aim is to encourage future student pilots to choose this career. As Loreto is cited, this reference is supposed to be known by the receivers.

Then, the ST presents the use of period for thousands and comma for decimal figures which are cultural features of the text.

Furthermore, IECE (Instituto Ecuatoriano de Credito y Becas), an institution for academic loans, is mentioned in several sections. As a specific requirement for obtaining a student loan in this institution, the applicant must be a citizen of Ecuador.

On the other hand, the ST contents several specialized terms, which are visible in the sections "Piloto Privado", "Piloto Instrumental", "Piloto Multimotor", "Piloto Instructor", "Piloto Comercial", and "Aeronaves". Subjects, type of classes, aircraft identifications, certifications and specific requirements belong to specialized jargon in the field of aviation themselves.

In view of the features above mentioned, it is suggested that the ST belongs to the degree number four of localization. The ST can be considered a highly localized website.

Analysis of the TT

As the aim is to keep the same flight school's image, the TT kept certain characteristic from the ST. Even though, cultural features in the ST are also presented in the TT, there are several modifications to suit the standardization required for an accurate degree of localization.

In the section "Story", words of locations were minimized and most of the titles were omitted so as to adapt it somehow to the receivers. Titles in the English speaking culture are not necessary and the use of them would not contribute to the familiarity of the users. In the section "Home" effective phrases for marketing effects were adapted to reach the same effect as in the ST.

Also, in the TT figures, period and commas are used differently from the ST. (Period for decimals and comma for thousands figures)

Moreover, the following images were contrasted in order to show how localization can be accomplished considering the functionalist approach.



The addition of a social network as Pinterest will make this website more visible and provide within the statistic of visitors the proof of this.

As some of the features of the TT were mentioned, it could be suggested that the TT belongs to the second degree of localization.

2.8.3 Chart 3

Borrowing

The following words were found in the ST as carryovers. Usually, the presence of this type of words in the texts suggests that they are not available in that language. Even though, the ST contains Anglicisms, these words have their own equivalence in the Spanish language, which is a particular phenomenon in the aviation field.

- ✚ **AOC** (ST / n. / Certificado de Operador Aereo) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: **AOC** (Air Operator’s Certificate)

An acronym used to refer to a certificate that demonstrates a company or an institution is able to operate in a secure and organized manner in hand with the aviation authority.

- ✚ **Performance** (ST/ n. / Rendimiento) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental” and “Piloto Comercial”. Pronounced /per for 'maN se/

TT: Performance

It is the technical capability of a system such as an aircraft or an engine to function as required (Croker, 2007, p. 169)

- ✚ **IECE** (ST/ n. / Instituto Ecuatoriano de Credito y Becas) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental” and “Piloto Comercial”.

TT: IECE

It is an institution created by the government of Ecuador to provide academic loans to all Ecuadorian citizens.

- ✚ **RDAC** (ST / n. / Regulaciones de la Dirección de Aviación Civil) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, and “Piloto Comercial”

TT: RDAC

It is a group of laws that regulates the Ecuadorian Aviation.

- ✚ **HC-BKC** (ST / n.) Found in section “Aeronaves”.

TT: HC-BKC

This aircraft registration is the same around the world and it is a Piper Aircraft 38 Tomahwak. The first letters of an aircraft registration shows where the aircraft is from. HC is the aircraft registration for Ecuador. It does not change and it is read as Hotel – Charlie – Bravo – Kilo – Charlie

Calque

In the translation process, several words were considered as perfect matches. Every time it is possible, when specific content is presented in the texts calque is a good technique to apply in order to keep the same semantic meaning, considering the phonic-graphic level at the same time.

- ✚ **Aerodinámica** (ST/ n.) Found in section “Cursos”, “Piloto Privado”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: Aerodynamics

It refers to the science that deals with the interaction of moving objects with the atmosphere. (Croker, 2007, p. 9)

- ✚ **Fraseología** (ST / n.) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, and “Piloto Comercial”.

TT: Phraseology

Phraseology is presented as a subject dealing with the study of word combinations instead of words in isolation during radiotelephony communications.

- ✚ **Motores Recíprocos** (ST / n.) Found in section “Cursos”, “Piloto Privado” and “Piloto Comercial”.

TT: Reciprocating Engine

In this subject the function and system of reciprocating engines, also known as piston engines will be explained. It is important to mention that the propulsion of the aircraft can be neumatic and hydraulic.

Literal translation

- ✚ **Sin Instructor** (ST / n.) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: Without Instructor

It refers how flights will be programmed. This means that the student pilot has to build that flight hour with absence of his or her instructor.

Compensation by merging

- ✚ **Matriculas para cursos** (ST / n.) Found in section “Home”.

TT: Registration

This term refers that the enrollments are open and people interested in studying at ACE are free to leave their information and pay for the upcoming flight training program.

✚ **Campo de aviación** (ST / n.) Found in section “Historia”.

TT: **Airfield**

An airfield is an area of land designated to runways, taxiways and aprons. (Croker, 2007, p. 12)

✚ **Fase Teórica – En aula de clases** (ST/n.) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: **Ground School**

According to the Government of Canada, in its air transportation website, ground school is defined as a classroom type instruction that is given for more than one person and it covers topics to be taught in the curriculum to cover the air exercises. (Government of Canada, 2015)

✚ **Horario de clases teoricas** (ST / n.) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: **Ground school schedule**

The Ground school schedule presents from what time and what day the theoretical classes of the different flight training programs begin and end.

✚ **Fisiología de Vuelo** (St / n.) Found in section “Cursos”, “Piloto Privado” and “Pilot Comercial”.

TT: **Aviation Phisiology**

It deals with the physical and mental effects of flight on air crew personnel and passengers. (Federal Aviation Administration)

Compensation by splitting

✚ **Cursos** (ST / n.) Found in the menu bar and the section “Cursos”.

TT: **Flight training programs**

The Flight training programs are the courses offered by the flight school. These are Private Pilot, Instrument Rating, Multi-engine Rating, Commercial Pilot Training and Certified Flight Instructor.

✚ **Presidente de la República** (ST / n.) Found in the section “Historia”.

TT: **President of the Republic of Ecuador**

This title is for the leader of Ecuador, who was Carlos Arroyo del Rio from 1940 to 1944.

Omission

✚ **Dr. Carlos Arroyo del Rio** (ST / n.) Found in section “Historia”.

TT: **Carlos Arroyo del Rio**

In this case, the term “Dr.” suggests that the person holds a doctorate in law. The omission of the title “Dr.” in the TT is crucial since English language does not give importance to titles as part of formality in texts. On the other hand, the use of titles is more common in Latin-American culture.

✚ **Gral. Ricardo Astudillo** (ST / n.) Found in section “Historia”.

TT: **Ricardo Astudillo**

The omission of the title “Gral.” (Captain General) is applied in the TT for the same reason above mentioned.

✚ **Teniente Homero Valencia Bolaños** (St / n.) Found in Section “Historia”.

TT: **Homero Valencia Bolaños**

The omission of the title “Teniente” (Lieutenant general) is applied in the TT for the same reason above mentioned.

✚ **Cédula y pasaporte** (ST / n.) Found in section “Cursos” and “Piloto Privado”.

TT: **Passport**

The omission of “Cédula” (Ecuadorian identification card) in the TT is applied since foreigners only have to present passport as to confirm their identification and be enrolled in the flight school programs. This is done in order to localize the requirements section for student pilots, who do not belong to Ecuador.

✚ **Precios no incluyen IVA** (ST / n. / Impuesto de valor agregado) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: **VAT not included**

VAT (Value added Tax) already implies that it is calculated with the purchase price of the product or service. Prices are not mentioned in this phrase since it is obvious for the reader to understand how this specific tax is calculated.

✚ **Tarjeta de crédito a 12 meses con intereses** (ST) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: **Credit Card**

The credit given by local banks differ from foreign banks. This is why deferring a payment will depend on the terms and conditions of financial institution.

Adaptation

✚ **Persigue tu sueño de ser Piloto! Y llega tan lejos como quieras.**

(ST / n.) Found in section “Inicio”.

TT: **Want to be a pilot? Let your dreams fly.**

The phrase from the ST is changed in the TT so as to reach the same goal and impact of being persuasive in both texts. Literal translation is not an option to create a catchy phrase. Using questions in advertising phrases would make the user ask him or herself about the idea of being a pilot. If the user thinks of a “yes” (probably most of the time), he or she would feel more interested in the website and would continue to look for more information about the flight school.

✚ **Obtén tus alas con nosotros.** (ST) Found in section “Inicio”.

TT: **Fly with us**

When the user is invited to perform an action, the better way of doing it is to be direct and friendly so as to persuade the user and reach the purpose of the phrase. This is why adaptation in this kind of phrases lets translators be free in order to produce the same impact.

✚ **Hoy queremos darte la bienvenida a un nuevo horizonte, un horizonte sin límites donde le pondremos alas a tus sueños de volar para ejercer una profesión noble y especial.** (ST) Found in section “Inicio”.

TT: **Come join our new world without limits and choose a noble profession of a pilot. Give wings to your dream.**

The adaptation in the TT uses two imperative verbs, which are not present in the ST. It also has fewer words and permits the user to acquire the message more effectively without being boring.

✚ **Para que puedan obtener sus alas** (ST) Found in section “Cursos”.

TT: To teach you how to fly.

In this adaptation, the phrase in the TT gets to the point and uses less word. A literal translation would not be appropriated in this section and the user would not understand the real meaning of it since “get your wings” (literal translation) presents ambiguity of getting a wings pin or flying at the flight school.

Paraphrasing

✚ Quienes Somos (ST) Found in section “Quienes Somos”.

TT: About us

This section of the menu bar can be found in almost every website on the internet. The words presented in the ST are totally different in the TT but meaning is kept.

✚ **Desde marzo de 1942 apareció la mención de Aerovías del Ecuador, en los anuncios de Panagra dada la importancia que adquirieron en la vida del país.** (ST) Found in section “Historia”

TT: Since 1942, Panagra advertised the Ecuadorian airways as they were considered important for the life of the country.

In this sentence, the word Panagra belongs to a closed company that was created as a joint venture between Pan American World Airways and Grace Shipping Company. This company had flights from United States to South America and it was founded in 1930. (Pan American Grace, 2012)

Moreover, different words are used in the TT to transmit the same meaning. It starts with the date, then with “Panagra” as the subject then it continuous with the mention of airways and it finishes with the reason why the airways were published by company.

The mention of Panagra in TT suggests that the user must be aware of this remarkable company, which is a part of the aviation history.

- ✚ **Mediante un decreto ejecutivo del presidente de la República, Dr, Carlos Arroyo del Río, autorizo en el mes de marzo de 1942 al Aero Club para organizar cursos y poder titular aviadores civiles.** (ST) Found in section “Historia”.

TT: In March 1942, through an executive order of the President of the Republic of Ecuador, Carlos Arroyo del Rio, authorized ACE to offer flight trining programs and graduate civil pilots.

In the TT, this paragraph starts from the date, where the date in the ST can be found in the middle. Omission of the title “Dr.” can also be found in this sentence. “Aviadores” was translated as “pilots” in order to specify what professionals in the field really are. “Airmen” was an option for “aviadores” but it was not considered as the first option since it can be sexist.

- ✚ **En la escuela del Aero Club se han graduado más de 800 aviadores.** (ST) Found in the section “Historia”.

TT: ACE has trained more than 800 pilots.

From a grammatical point of view, the ST starts with an preposition of place, whereas in the TT “ACE” is the subject of the sentence.

- ✚ **PRIMERA MUJER EN GRADUARSE** (ST) Found in section “Historia”.

TT: FIRST GRADUATED WOMAN PILOT

Particularization

- ✚ **Dirección de Correo** (ST/n.) Found in section “Inicio”.

TT: E-mail (Electronic mail)

The term “E-mail” specifies that it is electronic. On the other hand, “Direccion de Correo” can refer to conventional mail.

- ✚ **DIRECCION** (ST / n.) Found in section “Inicio”.

TT: Contact & Location

In the ST, then term covers a general dimension and it does not include the contact information whereas in the TT is specified.

- ✚ **FASE PRÁCTICA** (ST / n.) Found in section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: FLIGHTS

The term “FASE PRÁCTICA” is too general for the specific field of aviation in the TT. The flight school, through its instructor teaches the students how to fly with available aircraft. From a practical point of view, it is obvious that the hours are built flying in an aircraft.

- ✚ **Con Instructor 25 hours**

Sin instructor 20 hours (ST/n.) Found in section “Cursos”, “Piloto Instrumental”.

TT: Aircraft 25 hours

Simulator 20 hours

These terms specify how the class hours will be given for student pilots. The first one are 25 hours for flying a designated aircraft accompanied by an instructor and the next 20 hours are for practicing flight instruments in a simulator certified by the flight school.

- ✚ **Duración** (ST / n.) Found in th section “Cursos”, “Piloto Privado”, “Piloto Instrumental”, “Piloto Multimotor”, “Piloto Instructor” and “Piloto Comercial”.

TT: Flight training program length

It shows how long the flight training program takes as a total of time.

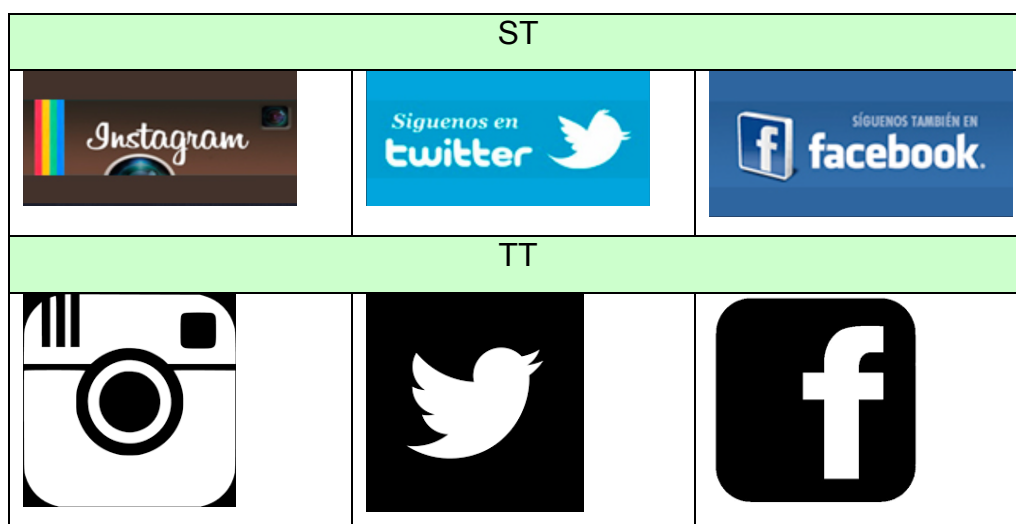
Transposition

📌 Diarios Guayaquileños (ST / n.) Found in section “Historia”.

TT: **Journals of Guayaquil**

In the ST, the term “Guayaquileños” is acting as adjective whereas the term “Guayaquil” as noun, which refers to the economic capital city of Ecuador.

Intersemiotic translation



The images in the ST contain text but in the TT only the icons. Nowadays, users on internet around the world know perfectly this icons whether they are in color or black and white.

Term bank

The following chart presents the “unfamiliar” terms that an average translation will require in order to accomplish a translation related to the field of aviation.

ST-Spanish	TT-English
Piloto Privado	Private Pilot
Piloto instrumental	Instrument Rating

Piloto Multimotor	Multi-engine Rating
Piloto Comercial	Commercial Pilot Training
Instructor Pilot	Certificated Flight Instructor (CFI)
Campo de Aviacion	Airfield
Hangar	Hangar
AOC (Certificado de Operador Aereo)	AOC (Air Operator's Certificate)
Fase teorica	Ground School
Aerodinamica	Aerodynamics
Manual del Avion	Aircraft Handbook
Fraseologia	Phraseology
RDAC	RDAC
Peso y Balance	Weight and Balance
Performance	Aircraft Performance
Meteorologia	Meteorology
Navegacion Aerea	Air Navigation
Motores Reciprocas	Reciprocating Engine
Fisiologia de Vuelo	Aviation Physiology

Navegacion Instrumental	Instrumental Navigation
Aerodinamica aplicada a la instruccion de vuelo	Applied Aerodynamics in Flight Instruction
Instrumentos Basicos	Basic Aircraft Flight Instruments

2.9 CONCLUSION AND RECOMMENDATIONS

Consequently, as the ACE's website presents specialized jargon of aviation field, for a translator without any background in aviation; the translation process can present more difficulties and problems than for a translator who has already learnt about aviation.

In addition, translating a website requires not only knowledge of the linguistic field, but also of computer science. This is the reason why it is recommended for an independent translator to acquire knowledge from most of the fields possible. Unless the translator has expert support on designing and programming websites, he or she would have to learn how to do it.

Also, a bilingual website is a great impulse for ACE to meet the goals of being a better international friendly flight school to stand out from others. This English translated website can be considered as the main doors to the internationalization of the flight school.

3. DESCRIPTION OF THE PRODUCT

This TT contains the necessary information of the ST in the TT since readers are more likely to read less through a website. It also contains specific terms such as subjects of the flight training programs, History of the flight school, its goals, aircraft registration, and images to persuade the users.

This website was translated so as to keep the same institutional image and break barriers that are created because of the different languages around the world.

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5. APPENDIX

In the following lines , the ST and TT will be presented as well as the materials used for the analysis in the whole Project. They will be presented in captions taken directly from a computer with access to internet. Each caption will contain the URL or web address as reference of the sources.

Also, these captions are labeled by each section of the website. Subsequently, statistics from Internet Live Stats will be shown from 1993 to 2014. (Internet Live Stats)

5.1 SOURCE TEXT

www.aeroclubdeecuador.com.ec

Inicio

Google™ Búsqueda personalizada

ACE
AERO CLUB DEL ECUADOR
ESCUELA DE AVIACION
DESDE 1931

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Instagram

Síguenos en **twitter**

SÍGUENOS TAMBIÉN EN **facebook.**

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NOTICIAS Y EVENTOS
Matrículas Abiertas para Cursos

Persigue tu sueño
Llévate una gran oferta especial...

MESES DE CLASES: 12 de Octubre del 2014

IECE

Persigue tu sueño de ser Piloto!, y llega tan lejos como quieras. - Horario de Clases: 19:00 - 21:00 - 180 horas d...
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NUESTROS CURSOS
Infórmate de todos nuestros cursos y obtén tus alas con nosotros.

Ofrecemos los siguientes cursos:

- I Piloto Privado
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- III Piloto Multimotor
- IV Piloto Comercial
- V Piloto Instructor

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Más información: mbcueva@aeroclubdeecuador.com.ec

<http://aeroclubdeecuador.com.ec/quienes-somos>

Nosotros - Quienes somos

INICIO

NOSOTROS

CURSOS

AERONAVES

NOTICIAS Y EVENTOS

CONTÁCTENOS

Quienes somos

El Aero Club del Ecuador, fundado en el año 1931 ha contribuido ininterrumpidamente entregando al país pilotos profesionales a través de una formación integral. Nuestra escuela de aviación, es la primera y única en su género certificada por la Dirección de Aviación Civil del Ecuador, lo que nos permite ofrecer una enseñanza garantizada, con instructores de experiencia, aeronaves y equipos de apoyo y mantenimiento constantemente monitoreados por la autoridad.

Hoy queremos darte la bienvenida a un nuevo horizonte, un horizonte sin límites donde le pondremos alas a tus sueños de volar para ejercer una profesión noble y especial.

El éxito no es otra cosa que el logro consecutivo y ordenado de propósitos planificados. (Loret)



INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTACTENOS

Historia



El Aero Club del Ecuador, cuya sigla es "ACE", fue fundado el 20 de febrero de 1931 y es certificada por la aviación civil del Ecuador.

Desde marzo de 1942 apareció la mención de Aerovías del Ecuador, en los anuncios de Panagra dada la importancia que adquirieron en la vida del país.

EL AERO CLUB CONSTRUYE UN CAMPO DE AVIACIÓN

Los socios del Aero Club del Ecuador decidieron reagruparse para darle nuevamente vida a la institución, es por ello que emprendieron en Guayaquil una campaña para conseguir fondos y establecer una escuela de Aviación para civiles, al mismo tiempo establecieron la necesidad de contar con un aeropuerto para sus actividades.

Mediante un decreto ejecutivo del presidente de la República, Dr. Carlos Arroyo del Río, autorizo en el mes de marzo de 1942 al Aero Club para organizar cursos y poder titular aviadores civiles.

INAUGURACIÓN DEL CAMPO DE AVIACIÓN

El jueves 8 de octubre, contando con la presencia de autoridades y numeroso público, se inauguró el Campo de Aviación del Aero Club, al sur oeste de la ciudad entre el colegio Guayaquil y el estero salado, este aeródromo contaba con espaciosos hangares y sirvió para el tráfico de avionetas particulares, también la sede donde se dictaron los primeros cursos de aviación civil.

Para la construcción se contó con el aporte de socios particulares, así como la colaboración del Municipio de Guayaquil que donó los terrenos. El evento constituyó noticia de primera plana en los diarios guayaquileños, el evento contó con la presencia del Ministro de Defensa General Romero y el Gral. Ricardo Astudillo, Comandante del Ejército.

El Aero Club contaba con dos modernísimas avionetas "Aeronka" que realizaron vuelos de exhibición, bajo la conducción de los pilotos civiles Luis Estrada Ycaza y Luis Luzarraga, que mostraron gran pericia.

Estas avionetas servirían para el aprendizaje de los alumnos del instituto de Enseñanza Aeronáutica que se formó en los siguientes días.

PRIMERA MUJER EN GRADUARSE

El 20 de noviembre de 1943 en la segunda promoción del Aero Club del Ecuador obtuvo la licencia la Srta. Anita Swanton Lecaro, la primera mujer Guayaquileña y del Ecuador en Graduarse como piloto civil en nuestro país.





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Cursos




INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS


Cursos

EL AeroClub del Ecuador pone a su disposición los diferentes cursos que ofrece para que puedan obtener sus alas:

- Piloto Privado
- Piloto Comercial
- Piloto Instrumental
- Piloto Instructor

Poseemos instructores y técnicos altamente capacitados.



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Cursos – piloto privado

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NOTICIAS Y EVENTOS
CONTÁCTENOS

Piloto Privado

**CERTIFICADO: AOC
ACE-141-001**

Duración:	5 Meses
Horario Clases Teóricas:	Lunes a Viernes de 19:00 a 21:00
Horario de Vuelos:	A convenir con el instructor
Valor de la matrícula Piloto Privado	USD \$1.680,00
Valor de la matrícula Piloto Privado Personalizado	USD \$2.800,00
Valor del Curso:	
- Piloto Privado:	USD \$12.880,00
3 Pagos de USD \$3732,36	
- Piloto Privado Personalizado:	USD \$16.240,00
3 Pagos de USD \$4.480,00	

CRÉDITO:

Pago con el IECE y Tarjeta de crédito a 12 meses con intereses

REQUISITOS:

Edad mínima 16 años. Cédula o Pasaporte
 Record Policial, 4 fotos 4x4
 2 referencias personales firmadas.
 Luego de matricularse deberá aprobar un examen médico en la Aviación Civil.

FASE PRÁCTICA: 50 HORAS EN AVIÓN CESSNA - 150

Con Instructor: 40 horas
 Sin Instructor: 10 horas

- PRECIOS SUJETOS A CAMBIOS SEGUN ALZA DE COMBUSTIBLE -

ORDENES DE VUELO

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CLICK AQUI

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 Más información: mbcueva@aeroclubdelecuador.com.ec

http://aeroclubdeecuador.com.ec/piloto-instrumental
Cursos – Piloto Instrumental

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Piloto Instrumental

**CERTIFICADO: AOC
ACE-141-001**

Duración: 4 Meses
 Horario Clases: Lunes a Viernes de 19:00 a 21:00
 Teóricas: A convenir con el instructor
 Horario de Vuelos: A convenir con el instructor
 Valor de la matrícula: \$2800.00
 Valor del Curso:

Piloto Instrumental		FASE TEÓRICA: 90 HORAS EN AULA DE CLASES	
	NO SOCIO	SOCIO	
C-172 Contado:	\$8.400,00	\$8.008,00	Vuelo Instrumental Básico Maniobras 15 horas
C-172 Crédito:	\$9.072,00	\$8.624,00	Instrumentos Avanzados Principios 20 horas
PA-38 Contado:	\$7.504,00	\$7.145,00	Fraseología IFR /Comunicaciones 5 horas
PA-38 Crédito:	\$8.064,00	\$7.504,00	Navegación Instrumental /Cartas de aproximación 25 horas
			Performance y Planificación de Vuelos 10 horas
			R-DAC Partes 061-091 5 horas
			Meteorología 5 horas
			SRM /Recursos de Cabina(conferencia) 5 horas

Piloto Instrumental Personalizado			
	NO SOCIO	SOCIO	
C-172 Contado:	\$10.864,00	\$10.248,00	
C-172 Crédito:	\$11.536,00	\$10.864,00	
PA-38 Contado:	\$9.968,00	\$9.385,60	
PA-38 Crédito:	\$10.528,00	\$9.744,00	

CRÉDITO:
 Pago con el IECE y Tarjeta de crédito a 12 meses con intereses

REQUISITOS:
 Licencia de Piloto Privado
 Record Policial
 2 fotos 4x4
 Certificado Médico



FASE PRÁCTICA: 25 HORAS EN AVIÓN Y SIMULADOR
 Con Instructor: 25 horas
 Sin Instructor: 20 horas

Precios no incluyen IVA
 - PRECIOS SUJETOS A CAMBIOS SEGÚN ALZA DE COMBUSTIBLE -

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 Teléfonos: (+5934) 2282003 ext.113
 Más información: mbcueva@aeroclubdeecuador.com.ec

http://aeroclubdeecuador.com.ec/piloto-multimotor
Cursos – Piloto Multimotor

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS


Piloto Multimotor

CERTIFICADO: AOC
ACE-141-001

Duración:
Horario Clases Teóricas: A convenir con el instructor
Horario de Vuelos: A convenir con el instructor
Valor de la matrícula: USD \$2.688,00
(No Reembolsable)



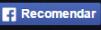
Valor del Curso Contado:	SOCIO	NO SOCIO	FASE TEÓRICA: 6 HORAS EN AULA DE CLASES
	\$5.187,84	\$6.048,00	Aerodinámica con el motor cortado 1,5 horas
	No incluye chequeo de la DAC		Sistema de la aeronave 1,5 horas
	CRÉDITO:		Procedimientos de vuelo 1,5 horas
	Pago con el IECE y Tarjeta de crédito a 12 meses con intereses		Procedimientos de emergencias 1,5 horas
	REQUISITOS:		Lista de chequeo 1,5 horas


Requisitos:
Licencia de Piloto Privado
2 fotos 4x4
Certificado Médico





FASE PRÁCTICA: 10 HORAS EN AVIÓN DOBLE COMANDO

Precios no incluyen IVA
- PRECIOS SUJETOS A CAMBIOS SEGÚN ALZA DE COMBUSTIBLE -

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IECE
Instituto Ecuatoriano de Crédito y Consumo

AHORA
Financia tu carrera con tu tarjeta de crédito o con Préstamo del IECE

Más información 





http://aeroclubdeecuador.com.ec/piloto-instructor
Cursos – Piloto instructor

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Piloto Instructor

CERTIFICADO: AOC
ACE-141-001


Duración:	3 Meses	FASE TEÓRICA: 70 HORAS EN AULA DE CLASES
Horario Clases Teóricas:	Lunes a Viernes de 19:00 a 21:00	Proceso de Aprendizaje / Métodos de la Enseñanza: 10 horas
Horario de Vuelos:	A convenir con el instructor	Las Ayudas de la Instrucción: 5 horas
Valor de la matrícula:	USD \$3360,00 (No reembolsable)	La Evaluación del Alumno: 5 horas
Valor del Curso Contado:	USD \$ 8.400,00	Desarrollo del Curso y planificación de la Lección: 8 horas


CRÉDITO:
Pago con el IECE y Tarjeta de crédito a 12 meses con intereses

REQUISITOS:
Licencia de Piloto Comercial
Record Policial
2 fotos 4x4
Certificado Médico


FASE PRÁCTICA: 25 HORAS EN AVIÓN Y SIMULADOR



Precios no incluyen IVA
- PRECIOS SUJETOS A CAMBIOS SEGUN ALZA DE COMBUSTIBLE -






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Más información



Cursos – Piloto Comercial

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Piloto Comercial

CERTIFICADO: AOC
ACE-144-001
Incluye: Curso Privado, Curso Instrumental y Curso Multimotor

Duración: 24 Meses, excepto por algún retraso que se le atribuye a la escuela

Horario Clases Teóricas: Lunes a Viernes de 19:00 a 21:00

Horario de Vuelos: A convenir con el instructor

Valor del Curso (Contado): USD \$ 0

Valor del Curso (Crédito): USD \$47.040,00 (incluido IVA, a un año)




CRÉDITO:
Pago con el IECE y Tarjeta de crédito a 12 meses con intereses


NO INCLUYE:
Cheques DAC
Costo de Licencia





FASE TEÓRICA: 180 HORAS EN AULA DE CLASES




Aerodinámica	20 horas
Manual del Avión	10 horas
Maniobras de Vuelo	20 horas
Frasesología	10 horas
R-DAC parte 61-90	20 horas
Peso y Balance / Performance	20 horas
Meteorología	20 horas
Navegación Aérea	20 horas
Motores Recíprocos	20 horas
Fisiología del Vuelo	10 horas
Instrumentos Básicos	10 Horas

Precios incluyen IVA
- PRECIOS SUJETOS A CAMBIOS SEGÚN ALZA DE COMBUSTIBLE -

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Más información 


Aeronaves

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Equipos



HC-BKC
PA 38 - TOMAHAWK
SERIE 3882A0068



HC-BCV
CESSNA 172 F
SERIE 17252840



HC-BCU
CESSNA 172 F
SERIE 17252837



HC-CMA
CESSNA -152
SERIE: 15284530



HC-BJP
PA44-180 SEMINOLE
SERIE 448195023



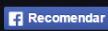
HC-CHV
PIPER PA-38
SERIE 38-78AO616



HC-CHU
CESSNA -152
SERIE 15284520



HC-CIH
CESSNA -152
SERIE: 15280402



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AHORA
Financia tu carrera con tu tarjeta de crédito o con Préstamo del IECE
Más información
Logos: American Express, MasterCard, Visa, Diners Club, Discover

Noticias y eventos

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Noticias y Eventos

- Matrículas Abiertas para Cursos**



Persigue tu sueño!
Llega tan lejos como quieras.

Persigue tu sueño de ser Piloto(a), y llega tan lejos como quieras. - Horario de Clases: 19.00 - 21.00 - 180 horas de clases teóricas - 50 horas de vuelo - Prácticas a conv...

INICIO DE CLASES: 13 de Octubre del 2014

curso directo **GRATIS** **GRATIS**

IECE **IECE**

INSTITUTO ECUATORIANO DE CRÉDITO EDUCATIVO Y VUELO
- Actualización de Nuestro Sitio Web**


Estamos muy Contentos de anunciar la actualización de Nuestro Sitio Web, ahora con un manejo integral y profesional del sitio junto con la administración del Facebook, Twit...

ORDENES DE VUELO
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http://aeroclubdeecuador.com.ec/contactenos

Contáctenos

INICIO NOSOTROS CURSOS AERONAVES NOTICIAS Y EVENTOS CONTÁCTENOS

Contáctenos



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Nombre y Apellido


Teléfono de contacto

E-Mail


Mensaje

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Más información: mbcueva@aeroclubdeecuador.com.ec



5.2 TARGET TEXT

HOME

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Instagram Twitter Facebook

Check your flight plans here Click here

NEWS & EVENTS
Registration Open Now

FLIGHT TRAINING PROGRAMS
Check out the flight training programs and fly with us!

We offer the following flight training programs:

- Private Pilot
- Instrument Rating
- Multi-engine Rating
- Commercial Pilot Training
- Certified Flight Instructor

NEWSLETTER
Subscribe in our Newsletter and get email updates about our activities.

Name and Last Name
Email
Register

Want to be a pilot? Let your dreams fly
Ground school schedule 19:00 - 21:00 -
180 hours of ground school - 50 Flight...
Read More

ACE

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Telephone number: (+5934) 2282003 ext.113
E-mail: mbcueva@aeroclubdeecuador.com.ec

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ABOUT US – WHO WE ARE

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[ABOUT US](#)

[FLIGHT TRAINING PROGRAMS](#)

[AIRCRAFT](#)

[NEWS & EVENTS](#)

[CONTACT US](#)

About Us

Aero Club del Ecuador, founded in 1931, has continuously contributed to the Aviation field giving the country professional Pilots through comprehensive training. Our Flight School is the first and unique of its kind, certified by the Directorate General of Civil Aviation (DGAC). Therefore, it allows us to provide qualified training with experienced instructors, aircraft, support and maintenance teams, who are constantly monitored by the corresponding authority.

Come join our new world without limits and choose a noble profession of a pilot. Give your dream wings.

The establishment of a clear, central purpose or goal in life is the starting point of all success.



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HISTORY

HOME ABOUT US FLIGHT TRAINING PROGRAMS AIRCRAFT NEWS & EVENTS CONTACT US

History



Aero Club del Ecuador, whose acronym is ACE was founded on February 20, 1931 and is certified by the DGAC.

Since 1942, Panagra advertised the Ecuadorian airways, as they were considered important for the life of the country.

ACE BUILDS AN AIRFIELD

Partners of ACE decided to regroup to give life to the institution. It is therefore they undertook a campaign to raise funds and establish a flight school for civil pilots in Guayaquil. At the same time they established the need for an airport for their activities.

In March 1942, through an executive order of the President of the Republic of Ecuador, Carlos Arroyo del Rio, authorized ACE to offer flight training programs and graduate civil pilots.

OPENING OF AIRFIELD

On Thursday of October 8th, with the presence of authorities and audience, the airfield of ACE was opened at the south west of the city. This airport had spacious hangars and served to the air traffic of private aircraft, also the area was the first for civil aviation courses.

The construction was made with aid of individual partners and the collaboration of the Municipality of Guayaquil that donated the land. The event was front-page news in journals of Guayaquil. The event was attended by the Defense Minister Romero and Ricardo Astudillo, who was Army Commander.

The Aero Club had two ultramodern aircraft "Aeronka" which performed air shows under the leadership of civil pilots Luis Estrada and Luis Ycaza Luzarraga. They showed great skills in the air shows.

These aircraft would serve the students learning at the Institute, which was formed in the following days.

After the Institute was formed, aviation classes opened on October 26th in 1942. It received an enthusiastic response from the Guayaquil youth and the it was headed by the instructors Homero Valencia Bolanos and Enrique Iturralde Plaza.

In January 22nd, 1943, the first 15 Pilots of the ACE graduated. Prior to obtaining the this mention every pilot gave a rigorous examination, performing aerobatic maneuvers that were expected with great interest.

ACE has trained more than 800 pilots, being the oldest and most prestigious of its kind in Ecuador.

FIRST GRADUATED WOMAN PILOT

In 1943, November 20th, in the second batch of ACE Anita Lecaro Swanton was licensed, the first woman to graduate in Guayaquil and Ecuador as a civil pilot.



Se el primero de tus amigos en recomendar esto.



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FLIGHT TRAINING PROGRAMS




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Cursos

EL AeroClub del Ecuador pone a su disposición los diferentes cursos que ofrece para que puedan obtener sus alas:

- Piloto Privado
- Piloto Comercial
- Piloto Instrumental
- Piloto Instructor

Poseemos instructores y técnicos altamente capacitados.



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PRIVATE PILOT

Private Pilot

CERTIFICATE AOC ACE-141-001

Flight training program length: 5 Months
 Ground school schedule: Monday to Friday 6:00 PM 9:00 PM
 Flight schedule: to agree with instructor
 Tuition fee: USD \$1.680,00
 Tuition fee for customized training program: USD \$2.800,00
Cost of the training program:
 - Private Pilot: USD \$12.880,00
 3 payments of \$3,732.36
 - Private Pilot (Customized): USD \$16.240,00
 3 payments of \$4,480.00

GROUND SCHOOL: 180 HOURS

Aerodynamics	20 hours
Aircraft Handbook	10 hours
Flight Maneuvers	20 hours
Phraseology	10 hours
R-DAC part 61-90	20 hours
Weight and Balance/ Aircraft Performance	20 hours
Meteorology	20 hours
Air navigation	20 hours
Reciprocating Engine	20 hours
Aviation Physiology	10 hours
Basic Flight Instruments	10 hours

CRÉDIT:

CREDIT IECE** and Credit Card.

REQUIREMENTS:

Minimum age 16 ID or Passport
 Criminal Record, 4 pictures 4X4
 2 Personal References
 After enrollment, a medical exam at the Civil Aviation has to be approved.



FLIGHTS: 50 HOURS, CESSNA - 150

With Instructor: 40 hours
 Without instructor : 10 hours

- * Prices are subject to change without notice and are represented in United States dollar.
 **(Instituto Ecuatoriano de Credito Educativo y Becas) Ecuatorians citizens only. -



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INSTRUMENT RATING

Instrument Rating

**CERTIFICATE: AOC
ACE-141-001**

Program length:	4 Months	GROUND SCHOOL: 90 Hours
Ground school Schedule:	Monday to Friday 7:00 PM 9:00 PM	Flight Maneuvers 15 hours
Flight schedule:	to agree with instructor	Principles of advanced Instruments 20 horas
Tuition fee:	\$2,800.00	IFR Phraseology 5 hours
COST OF THE FLIGHT TRAINING PROGRAM:		
INSTRUMENTAL RATING		
	NON-MEMBER	MEMBER
C-172 Spot price:	\$8.400,00	\$8.008,00
C 172 Credit:	\$9.072,00	\$8.624,00
PA 38 Spot price:	\$7.504,00	\$7.145,00
PA 38 Credit:	\$8.064,00	\$7.504,00


	Instrumental Navigation / Navigation Charts 25 hours
	Performance and Flight Planning 10 hours
	R-DAC Part 061 091 5 hours
	Meteorology 5 hours
	SRM/Cockpit sources (Conference) 5 hours

INSTRUMENTAL RATING CUSTOMIZED

	NON-MEMBER	MEMBER
C-172 Spot price :	\$10.864,00	\$10.248,00
C 172 Credit :	\$11.536,00	\$10.864,00
PA 38 Spot price:	\$9.968,00	\$9.385,60
PA 38 Credit:	\$10.528,00	\$9.744,00

CREDIT:
IECE** and Credit Card

REQUIREMENTS:
Private Pilot License
Criminal Record
4 pictures 4X4
Medical Certificate



PRACTICAL PHASE: 25 HOURS IN AIRCRAFT AND SIMULATOR

With Instructor: 25 hours
Without Instructor: 20 hours

VAT (12%) NOT INCLUDED

- * Prices are subject to change without notice and are represented in United States dollar. -

MULTI - ENGINE RATING

Multi-Engine Rating

CERTIFICATE: AOC
ACE-141-001

Program length: To agree with instructor
Ground school Schedule: To agree with instructor
Flight schedule: to agree with instructor
Tuition fee: USD \$2.688,00
(non-refundable)

	MEMBER	NON- MEMBER	GROUND SCHOOL : 6 HOURS	
Spot Price :	\$5.187,84	\$6.048,00	Aerodynamics with idle speed	1,5 hours
	DGACs checkride not included		Aircraft system	1,5 hours
			Flight Procedures	1,5 horas
			Emergency Procedures	1,5 hours
			Check list	1,5 hours

CREDIT:

IECE** and Credit Card PAYMENT.

REQUIREMENTS:

Private Pilot License
2 pictures 4X4
Medical Certificate



PRACTIAL PHASE: 10 HOURS IN AIRCRAFT

VAT (12%) NOT INCLUDED

- * Prices are subject to change without notice and are represented in United States dollar. -



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CERTIFIED FLIGHT INSTRUCTOR

Flight Instructor

**CERTIFICATE: AOC
ACE-141-001**

Program length: 3 Months
 Ground school: Monday to Friday 7:00 PM 9:00 PM
 Schedule: PM
 Flight schedule: to agree with instructor
 Tuition fee: USD \$3360,00 (non-refundable)
 Spot Price: **USD \$ 8.400,00**

GROUND SCHOOL: 70 HOURS

Learning Process/Teaching Methods :	10 hours
Instruction aids:	5 hours
Student Assessment:	5 hours
Development of the Training Program and Lesson Planning:	8 hours
Techniques for training in Class :	5 hours
Abilities Development of the Student :	7 hours
Applied Aerodynamics in Flight Instruction:	10 hours

CREDIT:

IECE** and Credit Card.

REQUIREMENTS:

ComMercial Pilot License
 Criminal Record
 2 pictures 4X4
 Medical Certificate



PRACTICAL PHASE: 25 HOURS IN AIRCRAFT AND SIMULATOR

VAT (12%) NOT INCLUDED

- * Prices are subject to change without notice and are represented in United States dollar. -



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Telephone number: (+5934) 2282003 ext.113
E-mail: mbcueva@aeroclubdelecuador.com.ec

COMMERCIAL PILOT TRAINING

Commercial Pilot

CERTIFICATE: AOC ACE-141-001

Private Pilot, Instrument Rating, and Multi engine Rating are included

Program length: 24 months, except for any delay due to the school.
Schedule of ground school: Monday to Friday 7:00 PM 9:00 PM
Flight schedule: to agree with instructor
Price: USD \$47.040,00 (VAT included, for a year)
Credit Price:

CREDITO:

IECE** and Credit Card

IT DOES NOT INCLUDE:

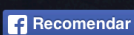
DGACs Checkrides
License costs

GROUND SCHOOL: 180 HOURS

Aerodynamics	20 hours
Aircraft Handbook	10 hours
Flight Maneuvers	20 hours
Phraseology	10 hours
R-DAC part 61-90	20 hours
Weight and Balance/ Aircraft Performance:	20 hours
Meteorology	20 hours
Air navigation	20 hours
Reciprocating Engine	20 hours
Aviation Physiology	10 hours
Flight Instruments	10 Hours

VAT (12%) NOT INCLUDED

-* Prices are subject to change without notice and are represented in United States dollar. -



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AIRCRAFT

Aircraft



HC- BKC
PA 38 - TOMAHAWK
SERIE 3882A0068



HC- BCV
CESSNA 172 F
SERIE 17252840



HC- BCU
CESSNA 172 F
SERIE 17252837



HC- CMA
CESSNA -152
SERIE: 15284530



HC- BJP
PA44-180 SEMINOLE
SERIE 448195023



HC- CHV
PIPER PA-38
SERIE 38-78AO616



HC- CHU
CESSNA -152
SERIE 15284520



HC- CIH
CESSNA -152
SERIE: 15280402

NEWS & EVENTS

News & Events

- Registration Open Now



Want to be a pilot? Let your dreams fly Ground school schedule 19:00 21:00
- 180 hours of ground school - 50 Flight hours - Practices with the instructor -
Course Cost: \$12.8...


- Our website Update



We are glad to announce the update of our Website, now with a comprehensive and professional management along with the administration of Facebook, twitter ...

CONTACT US

Contact Us



Name and Last Name




Telephone


E-Mail

Comment

Send

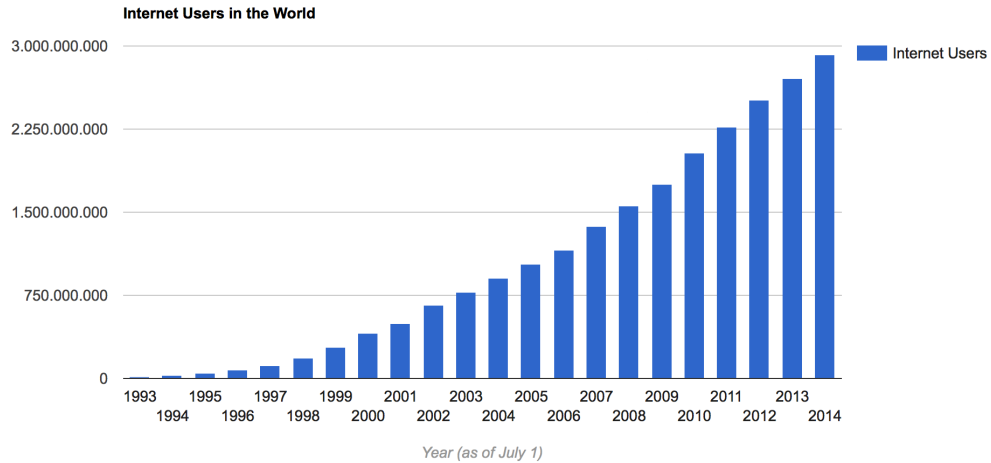
Clic en el ícono para ver el mapa

 0  0  Recomendar



Contact & Location: Av. de las Américas s/n diagonal a gasolinera TERPEL
Telephone number: (+5934) 2282003 ext.113
E-mail: aceclub@aceclub.com.ec

5.3 INTERNET USERS IN THE WORLD



Year (July 1)	Internet Users	Users Growth	World Population	Population Growth	Penetration (% of Pop. with Internet)
2014*	2,925,249,355	7.9%	7,243,784,121	1.14%	40.4%
2013	2,712,239,573	8.0%	7,162,119,430	1.16%	37.9%
2012	2,511,615,523	10.5%	7,080,072,420	1.17%	35.5%
2011	2,272,463,038	11.7%	6,997,998,760	1.18%	32.5%
2010	2,034,259,368	16.1%	6,916,183,480	1.19%	29.4%
2009	1,752,333,178	12.2%	6,834,721,930	1.20%	25.6%
2008	1,562,067,594	13.8%	6,753,649,230	1.21%	23.1%
2007	1,373,040,542	18.6%	6,673,105,940	1.21%	20.6%
2006	1,157,500,065	12.4%	6,593,227,980	1.21%	17.6%
2005	1,029,717,906	13.1%	6,514,094,610	1.22%	15.8%
2004	910,060,180	16.9%	6,435,705,600	1.22%	14.1%
2003	778,555,680	17.5%	6,357,991,750	1.23%	12.2%
2002	662,663,600	32.4%	6,280,853,820	1.24%	10.6%
2001	500,609,240	21.1%	6,204,147,030	1.25%	8.1%
2000	413,425,190	47.2%	6,127,700,430	1.26%	6.7%
1999	280,866,670	49.4%	6,051,478,010	1.27%	4.6%
1998	188,023,930	55.7%	5,975,303,660	1.30%	3.1%
1997	120,758,310	56.0%	5,898,688,340	1.33%	2.0%

1996	77,433,860	72.7%	5,821,016,750	1.38%	1.3%
1995	44,838,900	76.2%	5,741,822,410	1.43%	0.8%
1994	25,454,590	79.7%	5,661,086,350	1.47%	0.4%
1993	14,161,570		5,578,865,110		0.3%

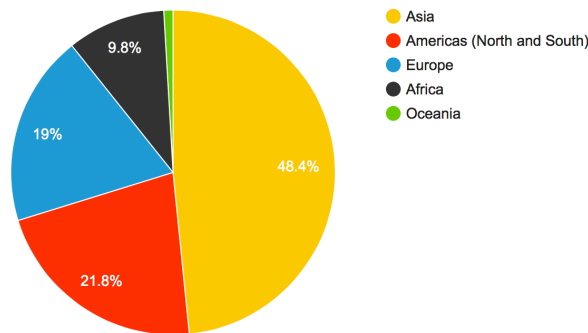
* estimate for July 1, 2014

Source: *Internet Live Stats* (elaboration of data by *International Telecommunication Union (ITU)* and *United Nations Population Division*)

Internet Users by Region

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As of July 1, 2013:



Source: *Internet Live Stats* (elaboration of data by *International Telecommunication Union (ITU)* and *United Nations Population Division*). Note: in assigning the colors, we followed the original color convention of the 5 Olympic rings: blue for Europe, yellow for Asia, black for Africa, green for Australia and red for America.

Internet Users by Country

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In 2014, nearly 75% (2.1 billion) of all internet users in the world (2.8 billion) live in the top 20 countries.

The remaining 25% (0.7 billion) is distributed among the other 178 countries, each representing less than 1% of total users.

China, the country with most users (642 million in 2014), represents nearly 22% of total, and has more users than the next three countries combined (United States, India, and Japan). Among the top 20 countries, India is the one with the lowest penetration: 19% and the highest yearly growth rate. At the opposite end of the range, United States, Germany, France, U.K., and Canada have the highest penetration: over 80% of population in these countries has an internet connection.

An Internet User is defined as an individual who has access to the Internet at home, via computer or mobile device. [More details](#)

Internet Users by Country (2014)

Search:

Rank*	Country	Internet Users	1 Year Growth %	1 Year User Growth	Total Country Population	1 Yr Population Change (%)	Penetration (% of Pop. with Internet)	Country's share of World Population	Country's share of World Internet Users
1	China	641,601,070	4%	24,021,070	1,393,783,836	0.59%	46.03%	19.24%	21.97%
2	United States	279,834,232	7%	17,754,869	322,583,006	0.79%	86.75%	4.45%	9.58%
3	India	243,198,922	14%	29,859,598	1,267,401,849	1.22%	19.19%	17.50%	8.33%
4	Japan	109,252,912	8%	7,668,535	126,999,808	-0.11%	86.03%	1.75%	3.74%
5	Brazil	107,822,831	7%	6,884,333	202,033,670	0.83%	53.37%	2.79%	3.69%
6	Russia	84,437,793	10%	7,494,536	142,467,651	-0.26%	59.27%	1.97%	2.89%
7	Germany	71,727,551	2%	1,525,829	82,652,256	-0.09%	86.78%	1.14%	2.46%
8	Nigeria	67,101,452	16%	9,365,590	178,516,904	2.82%	37.59%	2.46%	2.30%
9	United Kingdom	57,075,826	3%	1,574,653	63,489,234	0.56%	89.90%	0.88%	1.95%
10	France	55,429,382	3%	1,521,369	64,641,279	0.54%	85.75%	0.89%	1.90%
11	Mexico	50,923,060	7%	3,423,153	123,799,215	1.20%	41.13%	1.71%	1.74%
12	South Korea	45,314,248	8%	3,440,213	49,512,026	0.51%	91.52%	0.68%	1.55%
13	Indonesia	42,258,824	9%	3,468,057	252,812,245	1.18%	16.72%	3.49%	1.45%
14	Egypt	40,311,562	10%	3,748,271	83,386,739	1.62%	48.34%	1.15%	1.38%
15	Viet Nam	39,772,424	9%	3,180,007	92,547,959	0.95%	42.97%	1.28%	1.36%
16	Philippines	39,470,845	10%	3,435,654	100,096,496	1.73%	39.43%	1.38%	1.35%
17	Italy	36,593,969	2%	857,489	61,070,224	0.13%	59.92%	0.84%	1.25%
18	Turkey	35,358,888	3%	1,195,610	75,837,020	1.21%	46.62%	1.05%	1.21%
19	Spain	35,010,273	3%	876,986	47,066,402	0.30%	74.38%	0.65%	1.20%
20	Canada	33,000,381	7%	2,150,061	35,524,732	0.98%	92.89%	0.49%	1.13%
21	Poland	25,666,238	2%	571,136	38,220,543	0.01%	67.15%	0.53%	0.88%
22	Colombia	25,660,725	7%	1,739,108	48,929,706	1.26%	52.44%	0.68%	0.88%
23	Argentina	24,973,660	7%	1,600,722	41,803,125	0.86%	59.74%	0.58%	0.86%
24	South Africa	24,909,854	14%	3,022,362	53,139,528	0.69%	46.88%	0.73%	0.85%
25	Iran	22,200,708	9%	1,850,445	78,470,222	1.32%	28.29%	1.08%	0.76%
26	Australia	21,176,595	9%	1,748,054	23,630,169	1.23%	89.62%	0.33%	0.73%
27	Morocco	20,207,154	10%	1,851,335	33,492,909	1.47%	60.33%	0.46%	0.69%
28	Pakistan	20,073,929	9%	1,731,250	185,132,926	1.64%	10.84%	2.56%	0.69%
29	Thailand	19,386,154	8%	1,438,018	67,222,972	0.32%	28.84%	0.93%	0.66%
30	Saudi Arabia	17,397,179	11%	1,656,942	29,369,428	1.88%	59.24%	0.41%	0.60%
31	Madagascar	17,321,756	16%	2,417,590	23,571,962	2.82%	73.48%	0.33%	0.59%
32	Ukraine	16,849,008	9%	1,433,455	44,941,303	-0.66%	37.49%	0.62%	0.58%
33	Kenya	16,713,319	16%	2,313,820	45,545,980	2.69%	36.70%	0.63%	0.57%
34	Netherlands	16,143,879	3%	398,245	16,802,463	0.26%	96.08%	0.23%	0.55%

35	Venezuela	14,548,421	7%	1,013,852	30,851,343	1.47%	47.16%	0.43%	0.50%
36	Peru	12,583,953	7%	857,081	30,769,077	1.30%	40.90%	0.42%	0.43%
37	Malaysia	12,150,362	16%	1,698,742	30,187,896	2.85%	40.25%	0.23%	0.42%
38	Uzbekistan	11,914,665	12%	1,229,670	29,324,920	1.35%	40.63%	0.40%	0.41%
39	Mali	11,862,559	16%	1,678,081	15,768,227	3.05%	75.23%	0.22%	0.41%
40	Chile	11,686,746	7%	749,968	17,772,871	0.87%	65.76%	0.25%	0.40%
41	Romania	11,178,477	2%	218,123	21,640,168	-0.27%	51.66%	0.30%	0.38%
42	Bangladesh	10,867,567	9%	896,332	158,512,570	1.22%	6.86%	2.19%	0.37%
43	Kazakhstan	9,850,123	11%	986,929	16,606,878	1.01%	59.31%	0.23%	0.34%
44	Belgium	9,441,116	3%	242,233	11,144,420	0.36%	84.72%	0.15%	0.32%
45	Sudan	9,307,189	15%	1,242,839	38,764,090	2.11%	24.01%	0.54%	0.32%
46	United Arab Emirates	8,807,226	10%	774,914	9,445,624	1.06%	93.24%	0.13%	0.30%
47	Sweden	8,581,261	1%	110,156	9,631,261	0.63%	89.10%	0.13%	0.29%
48	Czech Republic	8,322,168	3%	213,353	10,740,468	0.36%	77.48%	0.15%	0.28%
49	Tanzania	7,590,794	16%	1,074,118	50,757,459	3.05%	14.96%	0.70%	0.26%
50	Hungary	7,388,776	2%	147,846	9,933,173	-0.22%	74.38%	0.14%	0.25%
51	Switzerland	7,180,749	3%	227,983	8,157,896	0.99%	88.02%	0.11%	0.25%
52	Austria	7,135,168	3%	183,661	8,526,429	0.37%	83.68%	0.12%	0.24%
53	Portugal	7,015,519	2%	156,800	10,610,304	0.02%	66.12%	0.15%	0.24%
54	Algeria	6,669,927	10%	633,077	39,928,947	1.84%	16.70%	0.55%	0.23%
55	Uganda	6,523,949	17%	940,168	38,844,624	3.37%	16.79%	0.54%	0.22%
56	Greece	6,438,325	2%	142,859	11,128,404	0.00%	57.85%	0.15%	0.22%
57	Ecuador	6,012,003	8%	423,777	15,982,551	1.55%	37.62%	0.22%	0.21%
58	Israel	5,928,772	3%	197,273	7,822,107	1.15%	75.80%	0.11%	0.20%
59	Syria	5,860,788	9%	480,524	21,986,615	0.40%	26.66%	0.30%	0.20%
60	Hong Kong SAR	5,751,357	9%	450,747	7,259,569	0.77%	79.22%	0.10%	0.20%
61	Azerbaijan	5,737,223	11%	578,231	9,514,887	1.08%	60.30%	0.13%	0.20%
62	Denmark	5,419,113	3%	139,859	5,640,184	0.38%	96.08%	0.08%	0.19%
63	Ghana	5,171,993	15%	689,264	26,442,178	2.08%	19.56%	0.37%	0.18%
64	Finland	5,117,660	3%	129,157	5,443,497	0.32%	94.01%	0.08%	0.18%
65	Dominican Republic	5,072,674	7%	341,197	10,528,954	1.20%	48.18%	0.15%	0.17%
66	Tunisia	5,053,704	10%	446,032	11,116,899	1.09%	45.46%	0.15%	0.17%
67	Norway	4,895,885	2%	105,347	5,091,924	0.98%	96.15%	0.07%	0.17%
68	Belarus	4,856,969	9%	419,164	9,307,609	-0.52%	52.18%	0.13%	0.17%
69	Yemen	4,778,488	11%	473,030	24,968,508	2.30%	19.14%	0.34%	0.16%
70	Serbia	4,705,141	2%	83,759	9,468,378	-0.44%	49.69%	0.13%	0.16%
71	Slovakia	4,507,849	2%	103,037	5,454,154	0.07%	82.65%	0.08%	0.15%
72	Singapore	4,453,859	10%	396,302	5,517,102	1.95%	80.73%	0.08%	0.15%
73	Angola	4,286,821	17%	608,233	22,137,261	3.10%	19.36%	0.31%	0.15%