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ANALYSIS AND TRANSLATION OF DOCUMENTS FOR THE MADRE VERDE FOUNDATION FROM SPANISH TO ENGLISH AND FOR TALITA CUMI AND UCR FROM ENGLISH TO SPANISH

Thesis Submitted to Obtain the Licentiate Degree in English with Concentration in Translation

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Dedication

This thesis is lovingly dedicated to my family, whose belief in me has been the foundation of my journey. Their boundless love and constant encouragement have been my greatest source of strength and inspiration. Through every challenge, they stood by me, offering their guidance, and reminding me that no goal is too far if you strive with determination and heart. To my parents, you are my greatest role models. The values of perseverance, integrity, and resilience that you have instilled in me have shaped not only this work but also the person I have become. It is my deepest hope that I can honor you through this achievement, making you as proud of me as I am of the unwavering dedication and love you have always shown. This accomplishment is as much yours as it is mine.

Abstract

The purpose of this research is to analyze and apply appropriate translation techniques for the legal and operational documents of non-profit organizations, ensuring that the translation effectively conveys both legal accuracy and cultural nuances from Spanish into English and vice versa. The investigator conducted thorough research in the field of translation to gather the necessary information for this document. The collected material served as the primary foundation for this project. The analysis aims to evaluate the linguistic and cultural challenges so that the appropriate translation techniques can be applied to the texts, ensuring the original intent of the text remains intact.

Resumen

El propósito de esta investigación es analizar y aplicar técnicas de traducción apropiadas para los documentos legales y operativos de una organización sin fines de lucro, asegurando que la traducción transmita con precisión tanto la exactitud legal como los matices culturales al traducir entre español e inglés. El investigador realizó una investigación exhaustiva en el campo de la traducción para recopilar la información necesaria para este documento. El material recopilado constituyó como la base principal para este proyecto. El análisis tiene como objetivo evaluar los desafíos lingüísticos y culturales para que las técnicas de traducción adecuadas se puedan aplicar a los textos, asegurando que el propósito original del texto se mantenga intacto.

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Introductory Framework

Language barriers pose a substantial obstacle for individuals who are not fluent in the source language of a text. This obstacle often limits their access to certain information and prevents effective communication. However, these language barriers can be overcome by developing appropriate translations that employ the most accurate techniques to convey the original meaning. Translation serves as a crucial tool in fostering understanding and inclusivity across linguistic boundaries. The significance of this study lies in its potential to enhance the effectiveness of communication within non-profit organizations and public institutions that operate in bilingual contexts. Through the analysis and application of appropriate translation strategies, this research aims to bridge gaps between languages, ultimately encouraging clearer understanding and collaboration. By emphasizing translation as a tool for effective communication, this research also highlights the broader importance of language accessibility in a diverse and interconnected world. This chapter outlines the background of the study and introduces the research question, the purpose and significance, the general and specific objectives, and the delimitation of the study.

1.1 Problem statement

Non-profit organizations often face challenges in conveying their message in other languages. This challenge becomes even more pressing when handling legal and operational content, where precision is paramount. The documents for the Madre Verde Foundation include guidelines that visitors must follow when visiting the site. Therefore, effectively communicating these rules is essential to accommodating foreign visitors. Additionally, the documents outline the history of the site and emphasize the importance of the Foundation's mission, along with information for individuals interested in volunteering. Translating this information into English enables the Foundation to reach a broader audience, encouraging more people to visit, volunteer, or contribute to their cause.

The documents for Talita Cumi, include information on effectively using marketing to promote the foundation, as well as guidelines on how to request donations. These documents are to be translated from English to Spanish. Accurate translation of this material is not merely a linguistic task but an essential component in the foundation's efforts to secure funding for its projects. This translated material equips them with the tools necessary to train more individuals in marketing strategies for non-profits and raises awareness on how to propose projects for funding.

Regarding the document for the University of Costa Rica (UCR), it contains a comprehensive analysis and detailed explanation of the validity and reliability of English diagnosis tests for first-year students. The document examines key factors influencing the accuracy and effectiveness of such tests, providing insights into their strengths, limitations, and implications for student assessment. Given the significance of the subject matter, it is essential to convey the information in a serious, precise, and clear manner to ensure that readers fully grasp its importance. This document also require translation from English to Spanish. Considering the points outlined previously, for this investigation, the researcher aims to address the following question: What are the most effective translation strategies for addressing the challenges associated with translating documents for the Madre Verde Foundation (Spanish to English) and for Talita Cumi and UCR (English to Spanish)?

1.2 Investigation objectives

1.1.1 General objective

To analyze and apply appropriate translation strategies for the legal and operational documents of a non-profit organization and a public institution, ensuring that the translation effectively conveys both legal accuracy and cultural nuances from Spanish into English and vice versa.

1.1.2 Specific objectives

• To evaluate the linguistic and cultural challenges involved in translating legal terminology and operational procedures for the non-profit sector.

• To apply the translation techniques that ensure the accurate transmission of the organization's rules, duties, and prohibitions, while maintaining clarity and coherence in the target language.

• To create a bilingual glossary of key terms related to volunteer regulations, environmental conservation, and operational procedures to standardize the translation and improve future communication within the organizations.

1.3 Justification of the study

The analysis and application of appropriate translation strategies to the documents present in this study aim to equip institutions with high-quality translations of documents that are relevant for their operations. Furthermore, this research provides a valuable professional development opportunity for the researcher. The opportunity offers practical experience in overcoming common translation challenges, including cultural adaptation, specialized terminology, and textual ambiguities. By navigating these challenges, the researcher will gain valuable insights and skills, laying a solid foundation for future translation work in similar contexts. Ultimately, this study will contribute to the researcher's growth as a proficient translator while benefiting organizations by improving the quality and effectiveness of their multilingual communications.

The accurate translation of legal and operational documents is essential for ensuring compliance with organizational guidelines. It is also fundamental for enhancing the organization's credibility and effectiveness in its outreach and operations. The Madre Verde Foundation is an organization dedicated to conservation and environmental education. Its funding relies on donations, and having its documents available in English enables the Foundation to reach a broader audience. Furthermore, this translation ensures that English-speaking visitors can access all necessary information in their language. This accessibility is crucial for their safety as well as the protection of the site itself. The second organization, Talita Cumi, is dedicated to providing educational resources to vulnerable populations, with its funding also relying on donations. Having documents on non-profit marketing available in Spanish will undoubtedly serve as a valuable tool, enabling members of their organization, as well as others, to learn how to effectively utilize these resources for their benefit. The translation of key documents not only broadens the reach of these organizations but also enhances their ability to fulfill their missions. This ensures accessibility and effective communication with diverse audiences. Lastly, for the University of Costa Rica, translating the document into Spanish allows more people to access and understand the information. This not only helps reach more people but also strengthens the university's efforts to share valuable insights. By providing a clearer understanding of their high-quality tests and rigorous internal processes, they continue to uphold and communicate their standards effectively.

Moreover, the creation of glossaries is essential for ensuring consistency throughout the translation process. By compiling standardized terminology and context-specific phrases, glossaries help maintain uniformity in tone, style, and meaning across a text. Furthermore, these glossaries serve as indispensable reference tools, not only aiding the original translator in maintaining coherence but also supporting other translators who may work on related topics in the future. This resource ensures that the work produced aligns with established terminology, enhancing quality and reducing the likelihood of errors or misinterpretations over time. As a result, glossaries become invaluable assets in promoting accuracy and consistency, ultimately elevating the overall effectiveness of the translated content.

As non-profit organizations strive to make a global impact, effective communication across different languages and cultures becomes increasingly vital. By analyzing and applying appropriate translation strategies, this thesis addresses the gap in practical, context-specific translation approaches for non-profit organizations. The findings have the potential to improve the quality of communication in multi-lingual, cross-cultural environments, thus supporting the global work of non-profits in fields such as environmental conservation, and community development.

1.4 Antecedents

For this study, the researcher focused on previous works that offer valuable insights into translation strategies, linguistic challenges, and the essential processes involved in creating accurate and meaningful translations. One such work is Masis (2023), whose thesis analyzed the effects of translation procedures and methods applied to documents from the Madre Verde Foundation and Talita Cumi—institutions that also supplied documents for the present research. Masis emphasizes that effective translation extends beyond word-for-word conversion; it requires preserving and conveying meaning to ensure clarity and impact. Her study delves deeply into a range of translation techniques, offering practical insights into their application. The translations techniques include transposition, modulation, omission, amplification, explicitation, literal translation, punctuation changes, compensation, equivalence, adaptation, borrowing, calque, and sentence inversion. She underscores the necessity of thoroughly understanding the original message by engaging deeply with the text—reading it multiple times if needed—before determining the most accurate way to convey the meaning in the target language.

Her work also provides practical recommendations for translators, particularly when working with nonprofit organizations. Masis stresses the importance of understanding the missions and values of the organizations to align the translation with their goals and intended audience. This understanding can be fostered through consistent and effective communication with the nonprofits during the translation process, ensuring that the translator gains a clear sense of the documents' purpose and context. For managing unfamiliar terminology, Masis proposes a systematic approach. Translators should create detailed lists of terms for each page of the document, familiarizing themselves with specialized vocabulary and deciding which terms merit inclusion in the glossary. This practice not only aids comprehension but also ensures consistency throughout the translation. The glossary that Masis developed for her study, comprising 25 carefully selected terms, served as a valuable resource and reference point for the present research.

The importance of the reading process of a work previous to its translation is also reinforced in Silvia Navarro's work (2017). This preparatory step is essential for gathering detailed information about the text's tone, style, vocabulary, complexity, and other defining features. Such insights provide the translator with a solid foundation for determining the most appropriate translation techniques. Rather than merely skimming or scanning the text, Navarro emphasizes the importance of a close and deliberate reading to fully grasp the nuances of the source material. By doing so, the translator is better equipped to maintain fidelity to the original text while adapting it effectively to the target language and audience. Navarro's research further underscores the importance of understanding translation techniques in depth and using references from comparable translations to enhance accuracy.

This dual focus on theory and practice is critical: translators must not only know the principles behind translation techniques but also be proficient in applying them effectively. For example, if a translator lacks confidence in handling a specific subject matter or text type, consulting parallel sources—such as similar translations or subject-specific reference materials—can provide valuable guidance. By doing so, translators can draw on established practices and insights, reducing the likelihood of errors and ensuring a more polished translation.

The author also stresses the importance of maintaining access to reliable resources on translation techniques. Having these tools readily available minimizes wasted time searching for information during the translation process, allowing translators to focus their efforts on the task at hand. Moreover, these resources should be trustworthy and aligned with the specific needs of the text being translated. Additionally, Navarro emphasizes the value of extensive research into the subject matter of the text. This research not only provides the necessary vocabulary and context to approach specialized texts but also contributes to the creation of glossaries—an invaluable tool for ensuring consistency and precision across translations, particularly in technical or domain-specific fields. Peer feedback is another critical element highlighted by Navarro. Collaborating with colleagues or seeking input from other translators can offer fresh perspectives and uncover potential issues or areas for improvement. Feedback is not only helpful in refining the translation itself but also in enhancing the analytical processes underlying it. Different viewpoints can bring to light nuances or challenges that might have been overlooked, enriching the translator's approach and improving the overall quality of the work. Finally, Navarro's conclusions and recommendations offer valuable insights into the complexities of translation. Her work emphasizes that language is highly variable, influenced by cultural, contextual, and stylistic factors. As a result, the translator bears significant responsibility in approaching the task thoughtfully and ensuring effective communication between languages and cultures.

Rojas (2010) explores the role of volunteer translators in adapting documents to better meet the needs of their target audience, emphasizing their dedication despite a lack of professional training. These volunteers often simplify technical language to ensure comprehension, bridging the gap between complex source texts and diverse audiences. However, one of the significant challenges they face is the absence of a standardized translation guide. Such a guide, as Rojas suggests, could play a pivotal role in ensuring consistent formatting, reducing grammatical errors, and enhancing the overall quality of translations. These benefits are not limited to volunteer work; professional translators could also greatly benefit from a more uniform approach to translation practices. The creation of standardized guides mirrors the purpose of glossaries, which aim to unify terminology and promote consistency in translations. Just as glossaries provide a reliable reference for specific terms, guides would offer structured approaches to translation tasks, reducing variability and improving clarity. In this way, Rojas highlights how standardization serves as a cornerstone for effective translation, fostering both efficiency and reliability.

Beyond linguistic considerations, the study stresses the importance of cultural adaptation, a process that makes information more relatable and accessible to the intended audience. By tailoring translations to resonate with cultural nuances, translators can help nonprofit organizations achieve their broader objectives, such as securing donations or engaging supporters. Cultural adaptation not only enhances understanding but also builds trust and a sense of connection between organizations and their audiences, ultimately strengthening their mission. Moreover, Rojas underscores that translation is not merely a linguistic exercise but a strategic tool for communication. Effective collaboration between institutions and translators is vital to ensure that the intended message is conveyed accurately and meaningfully. This requires open dialogue and clear expectations, as well as ongoing feedback to refine the translation process. By integrating these practices, organizations can harness the full potential of translation as a bridge to their goals, transforming it from a functional necessity into a powerful means of connection and influence.

To effectively achieve the objectives of this study, it is crucial to examine strategies and approaches for translating legal documents. María Ángeles Orts (2015) highlights that legal language is deeply influenced by culture, leading to substantial differences between languages: "Discrepancies between legal cultures are due to the fact that language is a cultural product, and so is law." (p. 30). These variations across languages, countries, and even specific regions present significant challenges for translators, who must navigate these complexities to produce precise and faithful translations. Orts notes that legal documents written in English often exhibit greater complexity, frequently employing subordinate clauses, while those written in Spanish tend to be more straightforward and concise. Additionally, Spanish legal texts often allow for more ambiguity and vagueness than their English counterparts, reflecting distinct cultural and legal traditions. The author underscores the importance of acknowledging these cultural differences between English and Spanish legal discourses:

> Ignoring the cultural differences between legal discourses in English and Spanish may lead to an apparent consensus as to legal meanings, but such ignorance is likely to hide lacks of fit and misconceptions regarding the concepts and discursive practices of two very different legal traditions. (p. 28)

A particularly significant challenge in legal translation arises from the absence of universal laws; legal systems evolve alongside the languages and cultures they represent. Despite these complexities, the translator's primary goal must be to ensure the clarity and accuracy of the translated message. This requires not only linguistic proficiency but also a deep understanding of the legal frameworks and cultural contexts of both languages. In light of these considerations, a nuanced approach to translating legal documents is essential. Translators must carefully navigate cultural and interpretive differences to avoid misrepresenting legal concepts or practices. By combining linguistic expertise with an in-depth understanding of the legal traditions involved, translators can produce accurate, culturally sensitive, and effective translations that preserve the intended meaning and legal integrity of the original text.

Alifah et al. (2023) explore the challenges of translating documents when certain words lack direct equivalents in the target language, providing valuable insights into overcoming these linguistic gaps. These challenges are particularly significant in translation, as they can lead to misunderstandings or loss of meaning if not addressed effectively. Their study highlights that the effective application of translation strategies and methods can create appropriate equivalents tailored to each specific case. One approach involves using more common words; however, this can lead to a loss of nuance or specificity, as the translation becomes simpler and less precise. The study’s findings also reveal that adding supplementary words in the target language can effectively clarify concepts that have no direct equivalents, ensuring the intended meaning is conveyed. Another useful strategy is imitation, which involves preserving the original form of words or phrases in the translation. Similarly, using loanwords followed by explanatory notes offers a practical way to introduce unfamiliar terms while making their meaning accessible to the target audience.

Another approach discussed in this study is description, a straightforward method where the concept represented by a word is explicitly explained within the translation. Additionally, paraphrasing and the use of synonyms are shown to be effective in identifying words or phrases that closely align with the meaning of the source text while adapting them to the target language's cultural and linguistic context. Although Alifah et al.'s research focuses on English and Indonesian, the strategies they propose are widely applicable and provide a useful framework for addressing similar challenges in other language pairs. These methods serve as a valuable reference for this study, offering practical solutions to bridge linguistic and cultural gaps while maintaining the accuracy and intent of the original text.

1.5 Scope

The documents translated for this study were provided by the Madre Verde Foundation, Talita Cumi, and the University of Costa Rica. This study focuses on the analysis and application of translation strategies for legal and operational documents within non-profit organizations, specifically those operating between Spanish and English. The research aims to address the unique challenges presented by these types of documents, which often involve complex legal language, specialized terminology, and sector-specific jargon. These challenges are further intensified by the necessity of maintaining legal accuracy while ensuring cultural relevance throughout the translation process. The study explores the importance of maintaining the integrity of the original text while also adapting the language to fit the cultural and legal frameworks of the target audience. This research also seeks to provide valuable recommendations for nonprofit organizations to improve their translation processes, fostering better communication and stronger relationships with stakeholders. By doing so, the research seeks to develop practical insights and guidelines that can enhance the quality and effectiveness of translations in the nonprofit sector.

Chapter II

Theoretical Framework

Translation is more than just the exchange of words between languages; it requires the careful transfer of meaning, context, and intent to ensure the message resonates accurately with the target audience. Achieving this involves maintaining the same tone, style, and other characteristics of the original while ensuring the text feels natural in the target language. The process of translation goes beyond mere word-for-word substitution; it involves making thoughtful decisions that preserve the original intent of the text. Every language embodies unique cultural values, norms, and cognitive frameworks, which can profoundly shape how meaning is constructed and understood. Dandaba (2017) defines translations as "translation means to tell again what is told in another language exactly in the other language that the translation is being done without altering the meaning of the words" (p. 3). Thus, the translator must take into consideration all the elements that may alter the meaning of the words such as context, sentence structures, target audience, ambiguity, among others. A good translation should prioritize accuracy, clarity, and naturalness. The theoretical framework provides the foundation for understanding the key concepts and methodologies relevant to this study. It allows the researcher to make well-informed choices regarding methodology, analyze results effectively, and ensure that the study is rooted in appropriate academic concepts. This chapter goes deeper into areas such as text analysis, text function, translation methods, translation techniques, and the development of glossaries to support comprehensive translation practices.

2.1 Text Analysis

Text analysis is a fundamental step in achieving an accurate and effective translation. Before starting the translation, a translator must thoroughly familiarize themselves with the source text, as this analysis lays the foundation for the entire process. Text analysis allows the translator to identify key features of the source material, such as tone, style, and structure. Additionally, it allows to highlight any areas that may require additional research or consultation of parallel sources. This in-depth understanding also helps the translator determine which translation methods and strategies will be most effective in conveying the meaning of the original text. As noted by Seresová and Breveníková (2019), "in the course of text analysis, the translator develops an overview of the source text and acquires a clear idea about how the text should and will look like" (p. 6). This thoughtful preparation ensures that the translator is equipped to make informed decisions as they proceed, resulting in a more accurate and coherent translation. Furthermore, a thorough analysis aids in maintaining the cultural relevance of the translation, ensuring that nuances specific to the source culture are preserved while adapting them appropriately for the target audience. In the end, this process enhances the translator's ability to produce a text that faithfully represents the source material's intent, improving communication and the overall quality of the final translation.

2.1.1 Text Styles

Text styles are often a distinct characteristic of individual authors. Recognizing the text style is one of the first steps to set the expectation for the translated text as it provides insights into the author's unique voice and intentions. According to Smith (2024) "Style encompasses how an author expresses ideas, conveys emotions, and establishes a connection with the audience. It includes the author's choice of words, sentence structure, and overall tone" (para. 3). The style of a text conveys a significant portion of its meaning; therefore, preserving that style is crucial to effectively conveying the intended meaning in the target language. Ultimately, an effective translation not only conveys the literal meaning of the words but also reflects the author's stylistic choices, ensuring that the essence of the original text resonates with readers in the target language.

2.1.2 Stylistic Scales

Stylistic scales are essential components of text analysis, as they help categorize and evaluate the various dimensions of language use. These scales provide a framework for understanding how different elements of style contribute to the overall meaning and intention of the text. Stylistic scales include scale of formality, scale of generality of difficulty, and scale of emotional tone. These characteristics of the text can be determined through close reading and analyzing word choice, sentence structure, and paragraph organization. The analysis of these characteristics helps translators understand the tone, target audience, and level of difficulty, enabling them to determine the best approach for producing an accurate translation.

2.1.2.1 Scale of Formality

The level of formality in texts can vary from informal to formal depending on the register. Martin Joos, introduced 5 levels of formality: intimate, casual, consultative, formal, and frozen (Shiken.ai, 2024). The intimate level of communication is used in informal situations and typically employs simple language, including colloquialisms and slang. The casual level is quite similar to the intimate level but lacks the same degree of closeness. The consultative level of communication is employed in formal and professional environments, where clear and precise language is essential for conveying information effectively and maintaining a respectful tone. The formal level is also utilized in these environments and involves the use of complex language while delivering information in an objective manner.

The frozen level, which is the most formal, typically serves to present information in a rigid manner, allowing no room for ambiguity.

Newmark (1988) expanded the scale of formality categorizing it as officialese, official, formal, neutral, informal, colloquial, slang, and taboo. Officialese is typically used in formal documents, such as legal texts, government communications, and regulatory filings, where precision and adherence to specific terminology are crucial. In contrast, the official style is also applied in various types of documents, but its primary aim is to inform the reader clearly and effectively, often focusing on presenting information in a straightforward and accessible manner. The third level, referred to as the formal level, is employed in serious and formal documents, such as business reports, academic papers, and official correspondence. While it maintains a level of professionalism and adherence to established conventions, it is not as strictly formal as the preceding levels. The neutral level is characterized by its straightforward and clear communication style making it easy for most people to understand without being overly informal.

Moreover, the informal level is frequently used in casual settings, such as friendly conversations, social events, and informal text messages, making it easier to connect with others due to its friendly and approachable nature. The colloquial level typically encompasses expressions and phrases that are specific to certain regions or communities. Understanding this level of language is crucial because it requires knowledge of the cultural context in which these expressions are used. Meanwhile, the slang level of language is characterized by informal expressions that are specific to particular groups, subcultures, or communities, usually operating outside of traditional language rules and grammar. Finally, the taboo level refers to expressions or words, that are considered socially unacceptable and/or inappropriate. Grasping the various levels of formality in language is crucial for successful translation and, by extension, effective communication. Each level, from informal to formal, serves a specific purpose and targets particular audiences, significantly impacting how messages are conveyed and understood. Ultimately, understanding these levels helps identify how shifts in formality can influence the reception of the message.

2.1.2.2 Scale of Generality or Difficulty

Newmark (1988) established six levels of difficulty: simple, popular, neutral, educated, technical, and opaquely technical. This scale helps determine the complexity of a text. The first level, known as simple, is self-explanatory, as it primarily uses vocabulary and sentence structures that are easy to understand. The next level, popular, typically employs relatable vocabulary that is easily understood by a wide audience. This level of communication prioritizes accessibility, using common words and phrases that resonate with everyday experiences. The neutral level conveys information clearly and objectively, avoiding any expression of personal bias while employing formal language that remains accessible and not overly complex. Moving on, the educated level features a moderate degree of complexity and employs an expanded vocabulary that is typically comprehensible to individuals who have attained a certain level of education. At the technical level, language is more precise and is used to communicate complex concepts in specialized fields such as medicine or law. It requires field-specific knowledge and familiarity with technical vocabulary for proper understanding. Finally, the opaquely technical level is aimed to experts in specific fields.

2.1.2.3 Scale of Emotional Tone

For the emotional tone, Newmark (1988) suggested the following levels: intense, warm, factual, and understatement. To create an intense emotional tone, intensifiers are essential. They can modify adjectives or adverbs, amplifying both positive and negative aspects powerfully. Some examples of intensifiers are pretty, fairly, extremely, terribly. At the warm level, the tone fosters a friendly and welcoming atmosphere through the use of gentle, kind words. In contrast, the factual level presents information objectively, instilling a sense of trust in the content. Sheehan (2024) defines understatement as “the description of something as having much less of a particular quality than it does. That often involves representing something as less important, less valuable, or smaller than it is” (para. 1). In this context, understatement is presented as the opposite of hyperbole, which often results in verbal irony or humor. By using fewer words, understatement can amplify the significance of what is being described, creating a strong impact. Ultimately, understanding these emotional tones—intense, warm, factual, and understatement—enables translators to choose equivalences on the target language carefully.

2.1.3 Text Function.

Text functions refer to the specific purposes a text is intended to serve, shaping how language is used to achieve particular communicative goals. These functions, such as informative, expressive, and vocative, reflect the different ways language can be employed to convey information, express emotions, or engage the audience in action. The concept of text functions was first introduced by linguists like Karl Buhler and Katharina Reiss and was later expanded upon by Newmark (1988), who noted that "all translations are based implicitly on a theory of language" (p.39). This observation highlights the significance of understanding text functions when translating, as it allows translators to recognize the deeper intent behind the language used. By identifying whether a text is meant to inform, express personal feelings, or call for a response, translators can adapt their approach to preserve the original message's intent while ensuring clarity and effectiveness in the target language. This understanding not only guides the translation process but also enhances the translator’s ability to create texts that accurately reflect the communicative purpose of the original work, thus bridging the gap between languages and cultures.

2.1.3.1 Informative

According to Fisher et al. (2016), informative texts rely on the exposition of information rather than narration, as they are nonfictional in nature. These texts are designed to describe, explain, and inform readers about specific topics. Examples of informative texts include encyclopedia entries, bibliographies, reference books, newspapers, textbooks, scientific journal articles, reports, manuals, recipes, and others. The main purpose of informative texts is to describe, explain, and provide factual details to enhance the reader's understanding. This type of text is structured to present clear and accurate information, often relying on objective language and organized formats to maximize clarity. Informative texts can present information in various formats, with common approaches including comparisons or contrasts between elements, illustrating cause-and-effect relationships, and outlining problems and solutions on a given topic. The authors further explain that informative texts can also be presented orally, as in speeches, and may sometimes serve to persuade the audience or to make an argument on a particular subject matter.

2.1.3.2 Expressive

In the expressive function, the author has the freedom to convey their personal feelings, thoughts, and emotions within the text. Newmark (1988) includes the serious imaginative literature, authoritative statements, autobiographies, essays, and personal correspondence into this correspondence (p.39). He advises translators to identify the key components of these texts to preserve their expressive qualities. Apresyan (2018) adds to this matter that “Expressiveness is such a semantic category which ensures the transmission of the speaker’s attitude via the exterior and interior factors. The nature of the category of expressiveness is the transmission of additional semantic connotations as augmented to the lexical and grammatical meaning with the aim of enhancing it” (p.9). This definition highlights the complexity of expressiveness, as it encompasses not only the explicit content of the message but also the underlying emotions and attitudes that shape its meaning. The nature of expressiveness involves the transmission of additional semantic connotations that augment the basic lexical and grammatical meanings of the words used.

2.1.3.3 Vocative

Vocative text is a type of language or writing that directly calls out to an individual or entity, establishing a personal connection in communication. Y. Rasheed y Kh. Hameed (2024) explain that:

> The speaker aims, by using vocatives, to achieve two important functions. The first function is the identification function or calling the addressee’s attention and the second function is the expressive or emotional function which shows the relationship between the addresser and the addressee(s). (p. 83)

The purpose of using vocatives is to provoke a response from the reader, whether by encouraging action or by expressing a specific belief or emotion, thereby deepening the engagement with the text. This flexibility enables the author to customize their message according to the audience's expectations and emotional responses. Some examples of vocative texts, as stated by Newmark (1988) are: “notices, instructions, publicity, propaganda, persuasive writing (requests, cases, theses) and possibly popular fiction, whose purpose is to sell the book/entertain the reader” (p. 41). Ultimately, the strategic use of vocative language not only captures attention but also enriches the communication experience, making it more interactive and emotionally resonant for both the author and the audience.

2.1.4 Translation Methods

Translation methods are the approaches a translator can utilize to translate a text. They involve a range of approaches that help ensure the source message is conveyed accurately, clearly, and naturally to the target audience. These methods focus on larger segments of the text, such as entire sentences or paragraphs, rather than individual words, guiding the overall structure and meaning of the translation. These methods consider the broader context and aim to maintain the original message, tone, and style in the target language. By using different methods, translators can address various challenges, such as idiomatic expressions, cultural references, and stylistic nuances, ensuring that the translation reads naturally and remains faithful to the source text's intent.

2.1.4.1 Semantic translation

Semantic translation prioritizes conveying the text's meaning, making it especially valuable when there are no direct equivalents in the target language or when cultural concepts or expressions may be unfamiliar to the audience. By centering on the text's essence, this approach enables translators to bridge gaps creatively, using alternative expressions to deliver the intended message effectively. The process of semantic translation begins with a careful reading and analysis of the source text to fully understand its meaning, often involving in-depth reading and research on specific cultural, historical, or contextual details to accurately interpret the text's nuances. In the next stage, this meaning is conveyed accurately in the target language, using translation techniques discussed in this chapter to enhance precision and depth. According to Rietveld and Van Hormelen (2019):

If applied in the field of translation, semantic translation tries to move as closely as possible the semantic and syntactic structures of the target language with the same contextual meaning in the source language text, as well as word meanings and sentence meanings from the perspective of the source text context. The results of semantic translation are considered to be more flexible and closer to the meaning desired by the target language (p.5). Ultimately, semantic translation achieves both fidelity and flexibility, bridging cultural and linguistic gaps to convey a message that fully resonates with the target audience.

2.1.4.2 Communicative translation

In their work, Zu and Dong (2015) analyze Newmark’s concept of communicative translation, comparing and contrasting it with semantic translation. Communicative translation is primarily reader-oriented, focusing on the needs of the target audience, which influences the translation's structure. This approach often involves simplifying complex structures to enhance readability and accessibility for a broader audience, resulting in a text that feels natural and approachable. The authors note that this flexibility also allows translators to address issues of ambiguity and style, making adjustments as needed. The central aim of communicative translation is to convey the message rather than to preserve the exact meaning, unlike semantic translation, which prioritizes the precise meaning. Another key difference is that semantic translation centers on the author’s intention, whereas communicative translation prioritizes the reader's understanding. Nonetheless, both approaches are valuable tools for translating documents, serving different purposes and even complementing each other when combined. It is the translator's role to determine which approach best suits the context of the source text and the target audience.

2.2 Translation Techniques

Translators employ various translation techniques when creating the translated version of a text. These techniques are often identified when analyzing smaller units of a sentence, such as through word-by-word analysis. By examining individual words or phrases, it becomes clear how the translator applies various techniques like transposition, modulation, or omission to adapt the text to the target language, while preserving its intended meaning.

This detailed level of analysis helps identify the specific strategies used to overcome linguistic and cultural differences between the source and target languages.

2.2.1 Transposition

Saridaki (2021) defines transposition as “the replacement of one grammatical unit by another without any change in the meaning of an SL element by structures which have the same meaning but belong to different word class” (p.136). In this context, "SL" refers to the source language. The author outlines two types of transpositions in translation: obligatory and optional. Obligatory transpositions are necessary when a translator must modify the grammatical structure to maintain the intended meaning in the target language. In contrast, optional transpositions are made at the translator’s discretion to improve the text’s style or flow, ensuring it feels natural and engaging while respecting the original message. Transposition helps to navigate linguistic differences between the source and target languages, making the translation more accurate and fluent. By applying both obligatory and optional transpositions, the translator can enhance the clarity and coherence of the message without sacrificing its original meaning

In the process of transposition, possible shifts include converting a verb to a noun, a noun to a preposition, or an adjective to an adverb. Moreover, crossed transpositions occur when two signifiers are shifted, which is particularly common in languages with different syntactic structures, such as English and Spanish. For instance, when translating from English to Spanish, a translator may need to rearrange the sentence elements to align with the preferred word order in Spanish. This flexibility is especially important when dealing with languages that have varying sentence constructions, ensuring that the translation not only remains faithful but also feels intuitive to native speakers. Ultimately, effective use of transposition not only preserves the meaning of the original text but also enhances the overall readability and coherence of the translation in the target language.

2.2.2 Modulation

Modulation is a translation technique that modifies an idea by adjusting its perspective or using different phrasing, all while ensuring the original meaning remains unchanged. This technique enables ideas to be expressed more naturally and appropriately in the target language by taking into account its cultural context and linguistic standards. Molina and Hurtado (2002) define modulation as “To change the point of view, focus or cognitive category in relation to the ST; it can be lexical or structural” (p.510). In this context, "ST" refers to the source text. Modulations may be necessary in a text when there is no direct equivalent in the target language, requiring the translator to find a more natural way to express the idea. Furthermore, modulation can also be employed for stylistic reasons, resulting in a smoother and more easily understandable expression of ideas. By adjusting the phrasing or perspective of certain concepts, a translator can enhance the overall readability of the text, this technique enhances the clarity and fluidity of the translation, allowing for a more authentic representation of the original message. This approach not only helps clarify complex ideas but also ensures that the translation aligns with the stylistic conventions of the target language.

2.2.3 Omission

In translation, omission involves the exclusion of certain words, phrases, or details from the source text in the translated version. Dulari and Amarasingue (2020) explain that “As a method of reducing non-equivalents in translation, several theorists and researchers have proposed omission as a method of translation under different labels” (p.57). Omissions are made to avoid redundancies, unnatural expressions, unnecessary complexity, among others. Nonetheless, omitting elements of the text can alter the conveyed message, so this technique must be used with caution. Dimitru (2004) as cited in Dulari and Amarasingue (2020) suggest, among other purposes, using omission to ensure linguistic accuracy, achieve stylistic precision, avoid redundancy, present information more concisely, and address the specific needs of particular target audiences. Since English tends to be more concise than Spanish, omission is frequently employed when translating Spanish texts into English, though it can also be used in the reverse direction. Omission can occur with individual words, such as articles, nouns, and adverbs, as well as with phrases or entire sentences. Overall, omission is a valuable translation technique that helps streamline the text and enhance clarity.

2.2.4 Amplification

Amplification is a translation technique that involves adding elements to clarify information that is implicit in the source text, making it more explicit and understandable in the target language. According to Molina and Hurtado (2002) amplification can be defined as “To introduce details that are not formulated in the ST: information, explicative paraphrasing” (p.510). This method allows translators to add context, explanations, or clarifying details that might be necessary for the target audience to fully grasp the original message. Lingard et al. (2021) explain that English is generally more concise than Spanish for various reasons. One key reason is that English favors shorter, more direct sentences to enhance clarity, whereas Spanish often uses multiple subordinate clauses to add variety and avoid monotony in sentence structure. Spanish also offers greater flexibility in sentence structure, allowing verbs, nouns, and adjectives to be placed in various positions within a sentence for emphasis or stylistic effect. In contrast, English typically follows a more fixed word order, with less freedom to rearrange sentence elements without altering meaning or clarity. Therefore, when translating from English to Spanish, amplification is commonly applied, as Spanish’s language structure naturally accommodates added explanations for clarity. Nonetheless, amplification is also employed in the opposite direction; for instance, when translating between languages, not all words have a direct equivalent. In these cases, amplification can be beneficial in providing explanations or additional context to ensure clarity in the target language.

2.2.5 Explicitation

Explicitation is the process of adding information that is implicit in the source text to ensure clarity in the translation. Vinay and Darbelnet (1958) as cited in Titik (2016) define explicitation as “a procedure that consists in introducing in the target language details that remain implicit in the source language, but become clear through the relevant context or situation”. Titik (2016) work examines various theories on the definition and function of explicitation in translation. For instance, the author discusses Klaudy's (1998) classification of four types of explicitation. The first, obligatory explicitation, arises from structural differences between languages that necessitate additional information in translation. The second, optional explicitation, is used to enhance the naturalness of the target language. The third, pragmatic explicitation, addresses cultural differences between the source and target texts. Finally, translation-inherent explicitation occurs naturally as part of the translation process itself. Nida (1964) as cited in Titik (2016) uses the word “addition” to refer to explicitation which can be grammatical or structural. The author also explains that explicitations can help avoid ambiguity and misunderstanding, particularly in translating socio-cultural contexts. By clarifying implicit details, translators can ensure that the translation reads naturally and accurately reflects the source text’s intended meaning. This approach ultimately supports clearer, more precise translations.

2.2.6 Literal Translation

Some authors recommend to avoid literal translation as it could lead to meaning loss and unnatural sentence structures. For instance, Postan (2023) argues “Instead of creating common understanding, it makes it difficult to reach and connect with audiences.” Literal translations often fail to convey the full intent of the original text, especially when dealing with idiomatic expressions or cultural references. While literal translation may not be suitable for all types of texts, it can be a useful tool when combined with other methods, depending on the specific needs of the translation. Considering the context and objectives of the translation allows translators to apply literal translation when appropriate, ensuring accuracy to the original text while maintaining clarity for the target audience.

Literal translation is the use of literal equivalences from one language to another, often considered a basic and initial approach in translation. Lu and Fang (2012) explain that word-for-word and one-to-one are narrowed forms of literal translation, hence, they should not be considered identical. Literal translation is an extremely useful translation method that can be employed in conjunction with other types of translation to achieve greater accuracy and clarity:

> A literal translation is a translation that follows closely both the form and intended meaning of SL, while a mechanical or dead translation is a translation that follows closely only the form of SL to the detriment of its intended meaning." (Lu & Fang 2012:743)

In this context, mechanical or dead translation refers to the process of translating words without considering the meaning or structure of sentences and paragraphs, which often leads to a loss of the original text's meaning. As literal translation is less flexible than other types of translation, it can be combined with other methods, especially when the text requires deeper analysis of cultural topics, adaptations to grammatical structures, and changes to ensure naturalness in the target language. Literal translation is effective for conveying simple, direct meanings where accuracy is key. However, for texts that involve idiomatic expressions, cultural references, or emotional tone, it may fail to capture the full intent of the original. In such situations, combining literal translation with other techniques allows for a more comprehensive and natural translation. In conclusion, while literal translation provides a solid foundation, adapting it alongside other methods is essential for conveying the full meaning and context of the source text.

2.2.7 Punctuation changes

Correct punctuation is essential for understanding and analyzing a text. Newmark (1988) points out that “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” (p. 58). This highlights how punctuation serves as a vital tool for connecting ideas within a text. When punctuation marks are misused, they can introduce ambiguity, potentially leading to a misinterpretation of the intended message. In some cases, improper punctuation can even completely alter the meaning of a sentence, making it crucial to use punctuation marks accurately to maintain the integrity of the message being conveyed. The analysis of a text must consider how punctuation contributes to its meaning, just as other elements, such as words and sentence structures, do. Regarding this matter, Awad et al. (2021) explain that “translating deep structure of punctuation focuses on the semantic properties of punctuation and on keeping the same hierarchy of knowledge of the ST deep structure” (p.1088). Understanding the nuances of punctuation across the languages being translated is crucial, as differences in rules can greatly impact both the structure and interpretation of the original text and its translated version.

2.2.8 Compensation

Compensation is a translation technique employed to resolve difficulties or gaps that occur when transferring meaning from the source language to the target language. This approach also involves making up for the loss of meaning, tone, or style by introducing similar elements elsewhere in the text to preserve the overall effect. Delabastita (1996) explains “compensation is a translational strategy typically employed when source-text puns resist a more ‘straightforward’ rendering into the target language” (p. 138). This suggests that compensation is particularly useful for handling untranslatable elements, such as wordplay, humor, or cultural references, by finding alternative ways to convey the intended impact. As Baker (2018) also emphasizes, compensation is an essential tool for achieving a translation that feels natural while staying faithful to the source's intent. By using this method, translators ensure that readers in the target language experience a comparable effect, even if the exact wording is altered. Translators frequently encounter words, idiomatic expressions, or cultural references in the source language that lack a direct equivalent in the target language. In such situations, compensation allows the translator to substitute or explain these elements in a way that is culturally appropriate and meaningful for the target audience. This technique is invaluable when direct translation is insufficient, allowing the translator to preserve the essence of the source material while adapting it to the cultural and linguistic context of the target language.

2.2.9 Equivalence

Equivalence involves creating a comparable impact or conveying the same meaning in the target language as the source language's original message. Baker (2018) explains that identifying the most appropriate equivalence for a word is highly complex, with no definitive guide to follow. Translators must consider multiple factors, including linguistic nuances and contextual elements. The author emphasizes that understanding equivalence requires an exploration of semantic fields, which she defines as “the vocabulary of a language as a set of words that refer to a series of conceptual fields. These fields reflect the divisions and subdivisions ‘imposed’ by a given linguistic community on the continuum of experience” (p. 17). Once the meaning of a word is determined, selecting a term in the target language with the closest equivalent meaning is the optimal approach.

The author further explains that some challenges in finding equivalences arise from culture-specific concepts with no direct counterpart in the target language, ideas or concepts that lack a specific term, and notions that are more intricate in the source language than in the target language. To address the complexities of translation, translators often adapt to the target language's limitations by employing strategies that allow for meaning retention while mitigating the cultural gap. To overcome these challenges, translators can employ several strategies, including the use of more general or neutral terms, cultural substitutions, loanwords (or loanwords paired with explanations), paraphrasing, and omissions. These methods allow for more effective communication while respecting the linguistic and cultural nuances of both languages.

2.2.10 Adaptation

Adaptation involves altering a text to ensure it is culturally suitable, relevant, and clear for the target audience while maintaining its original meaning and purpose. Jimenéz (2018) explains that adaptation is employed when cultural equivalence is absent in the target language. However, this process can result in the loss of cultural elements present in the source text (p. 109). This process often requires creativity and cultural insight to bridge the gap between the two contexts effectively. Ultimately, adaptation is a form of cultural equivalence. Newmark (1988) points out that adaptation is usually used for "mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten" (p. 46). The author emphasizes that using literal translation in such contexts often produces poor adaptations. Adaptation requires a delicate balance between maintaining the original message and adjusting it to align with the cultural norms and expectations of the target audience, ensuring the text remains meaningful and effective. While tailoring the content to fit the target culture, adaptation enhances the text's accessibility and preserves its intended emotional and communicative impact.

2.2.11 Borrowing. (Préstamos lingüísticos)

In linguistics, borrowing is when one language incorporates words, phrases, or expressions from another language. Saridaki (2021) explains that:

> "Borrowing, which means transferring the SL (source language) word directly to the TL (target language) without formal or semantic modification is the simplest of all translation procedures. Borrowings are used to fill a semantic gap in the TL and to add local colour" (p.135)

Some examples of borrowed words commonly used in English are taco (Spanish), piano (Italian), and Tsunami (Japanese). This process enables a language to incorporate foreign terms that lack direct equivalents in its own lexicon. Borrowed words are especially valuable for bridging semantic gaps in the target language, offering terms to convey new concepts, objects, or experiences that were previously unfamiliar to the speakers of the language. These borrowed words often reflect not only the objects or concepts they represent but also the cultural contexts from which they originated.

2.2.12 Calque

A calque is a type of borrowing that occurs when a language takes a word or phrase from another language and translates it directly into its own vocabulary, rather than adopting the foreign term as it is. This process allows the borrowing language to create a new expression by breaking down the foreign term into its components and translating them literally. As Tadeusz explains:

> "Calque is a special kind of borrowing in which the TL borrows an expression from the SL by translating literally each of the original elements. The result creates either a lexical calque, which preserves the syntactic structure of the TL, but at the same time introduces a new mode of expression; or a structural calque, which introduces a new construction into the language". (p. 59)

In this context, the term TL refers to the target language, and SL denotes the source language. One example of a calque from English to Spanish is the word brainstorm, which is translated as lluvia de ideas (literally "rain of ideas"). Similarly, a calque from Spanish to English is *luna de miel,* which translates to *honeymoon*. These examples highlight how calques enable languages to enrich their vocabulary by incorporating foreign concepts through literal translation, while preserving the original meaning. Ultimately, calques reflect the creative adaptability of languages, allowing them to express new ideas while staying true to their own linguistic structures.

2.2.13 Sentence inversion.

Sentence inversion is the rearrangement of the common word order in a sentence, often used to achieve emphasis, form questions, or maintain a specific stylistic effect. Assaiqeli et al. (2021) explain that “Generally, English is an SVO or Subject, Verb, Object language. In some cases, other sentence constituents might be used instead of or along with the object. Therefore, using the designation SVX, where S stands for subject, V for verb, while the X denotes any other category from the seven underlying sentence patterns of English” (p. 524). One of the most common types of inversion in English is subject-auxiliary inversion, which occurs primarily in questions. This inversion involves switching the position of the subject and auxiliary verb to form questions (e.g., "Are you coming?" instead of "You are coming."). This inversion also extends to negative questions and other structures where emphasis or formality is needed. Sentence inversion can also be used to achieve specific communicative effects, such as stressing particular elements of a sentence. Additionally, inversion can serve stylistic purposes, helping to vary sentence structure and avoid monotony in writing. Thus, depending on the context of the text, sentence inversion can either be obligatory or optional depending on the grammatical rules of the language or the stylistic choices of the writer, allowing for flexibility in sentence structure.

2.3 Glossaries

For translation, a glossary is a compiled set of terms with their definitions, translations, or usage notes, designed to maintain consistency and precision in translation tasks. George (2022) points out that “In your thesis or dissertation, it’s a list of all terms you used that may not immediately be obvious to your reader” (para. 1) The primary goal of creating a glossary is to improve the comprehension of a work by clarifying key terms and concepts. Additionally, it acts as a valuable resource for future projects on related topics, ensuring consistent use of terminology and facilitating ongoing research or study. Glossaries differ from dictionaries and indexes in their specific purpose and content. Unlike dictionaries, which include all words in a language with definitions, glossaries only contain terms relevant to a particular subject or document. This makes glossaries specialized tools that focus on understanding key concepts within a text. In contrast, indexes are designed to help locate sections or topics within a document, providing references to where certain subjects or terms appear, rather than offering explanations of their meanings. As a result, translators benefit from glossaries as a reliable reference, which enhances accuracy, consistency, and clarity, ultimately improving the quality of the translated work. When it comes to glossaries, three main aspects are essential: their significance for translators, their impact on the translation process, and the strategies for creating an effective glossary.

The relevance of glossaries for translators and their impact on the translation process are closely interconnected. Consulting glossaries saves time during the translation process, directly improving productivity. As noted by Lionbridge (2022), "By reducing uncertainty in the translation process, a glossary promotes consistency, shortens the time it takes to translate a document, and reduces the overall cost of translation over time" (p. 2). Furthermore, the use of glossaries is crucial for effective teamwork, especially when translators must collaborate under tight deadlines. A shared glossary ensures consistency in word choices, helping translators stay aligned on terminology across the entire project. Additionally, when working independently, creating a glossary for a specific topic sets a valuable precedent for future translations. It not only saves time but also enhances the translator's expertise by providing a consistent reference for recurring terms. This practice ensures that terminology is applied accurately across multiple projects, improving both efficiency and quality in the long term. In addition to improving consistency and efficiency, glossaries play a crucial role in ensuring high-quality translations. As glossaries provide a clear definition and context for specialized terms, they help translators maintain the intended meaning of the source text, especially in complex or technical topics. Glossaries provide translators with the necessary tools to accurately convey the meaning of specialized terms, ensuring that even in complex or technical contexts, the translation remains faithful to the original text and preserves its intended message.

Creating a glossary requires thoughtful planning and a clear understanding of its objectives. Gapper (2008) explains that the first step in creating a glossary is to determine its purpose. Key considerations include determining the target audience and the context in which the glossary will be applied. The second step is to define the glossary's content, which consists of three key components: the terms to be included, the specific information provided for each term, and additional details for certain terms. For the terms, criteria include specialized terminology, uncommon words, and key terms. Regarding the information for each term, criteria cover grammatical categories, definitions and explanations, as well as equivalences in both the source and target languages. As for terms that require additional information, the criteria may include the field, usage restrictions, gender, illustrations, and any other relevant observations the translator deems necessary. Finally, the third step is to determine the glossary's format, including aspects such as the order of entries, font style, size, and other layout considerations. As a piece of advice, the author also suggests consulting other glossaries for guidance on what to include. Gapper also notes that not all researched terms need to be included in the glossary, as some may be too common or not sufficiently relevant to the topic. The relevance and frequency of use of the terms are important factors to consider for specialized glossaries (p.76-78). Ultimately, creating a glossary is a deliberate and structured process that involves defining its purpose, curating relevant terms, and organizing the content effectively, ensuring it provides a solid foundation for consistency and precision in translation work.

Chapter III

Methodological Framework

The methodological framework serves as a roadmap for the research process, outlining the methods and tools necessary to address the research question. According to Dissertation Masterclass (2023), "A dissertation’s methodology should establish the basic connection between the research problem, the literature review, and your preferred approach to get the results, make inferences and conclude on your study." In this context, the methodology chapter aims to answer the primary research question: What are the most appropriate translation strategies to address the challenges in translating documents for the Madre Verde Foundation from Spanish to English and Talita Cumi from English to Spanish? Therefore, the focus of this chapter is the analysis of translation strategies, ensuring their applicability and effectiveness in overcoming specific challenges presented by these texts. Ultimately, this chapter not only justifies the selection of specific translation strategies but also evaluates their practical implementation. This ensures a comprehensive exploration of how theoretical principles can be applied to real-world translation challenges, ultimately contributing to the broader field of translation studies.

3.1 Research Approach

A research approach is the strategic framework a researcher adopts to guide the study, shaping data collection, analysis, and interpretation. It lays the foundation for structuring the research and influences the methods chosen ensuring that the research process is systematic, coherent, and aligned with the study's objectives. There are three types of research approaches: qualitative, quantitative, and mixed. Each research approach has its strengths and is chosen based on the specific goals and nature of the research problem. The selection of an approach often depends on the research questions, the type of data required, and the desired outcomes of the study.

Qualitative research focuses on analyzing non-numerical data to uncover deeper meanings and gain insights. Instead of quantifying variables, its aim is to explore subjective experiences and social contexts. According to Creswell (2014), the research process is dynamic, involving emerging questions, data collection in participants' natural settings, and inductive analysis that progresses from specific observations to broader themes. The interpretation of data is central, and the structure of the final report remains flexible to accommodate the findings (p. 4). This approach emphasizes the subjective and contextual nature of the data, where analysis proceeds inductively—starting from specific details to form broader themes. In qualitative research, data examples include interview transcripts, field notes, audio or video recordings, and open-ended survey responses. The emphasis is on capturing diverse perspectives, offering a comprehensive view of the research topic.

On the other hand, the quantitative approach centers on collecting and analyzing numerical data to identify patterns, relationships, or trends. Creswell (2014) explains that "These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion" (p. 4). It aims to test hypotheses, establish correlations, and make generalizations about a larger population. This approach typically uses structured methods such as surveys, experiments, or statistical analyses to produce objective, replicable results. It emphasizes precision and objectivity, making it suitable for studies that require measurable data to understand cause-and-effect relationships.

Creswell (2014) emphasizes that qualitative and quantitative approaches are not opposing methods, but rather complementary. They can be integrated into a mixed methods approach, where the strengths of both approaches are utilized to provide a more comprehensive understanding of a research problem. By combining the depth of qualitative analysis with the generalizability of quantitative data, researchers can gain richer insights and a more well-rounded perspective on their studies (p. 4). This study employed a mixed-methods approach, integrating qualitative and quantitative techniques. The qualitative approach was used to examine how different translation methods and procedures impacted the effective transfer of meaning. Meanwhile, the quantitative method involved counting the frequency of specific translation methods used during the translation process to identify patterns and establish trends. This integration of both methods allowed for a comprehensive analysis, balancing detailed insights with objective data to enhance the overall understanding of the translation practices.

3.2 Research Design

A research design is the framework that guides how a study is conducted, ensuring the research question is effectively addressed. It defines the methods for data collection, analysis, and interpretation. For this study, a mixed-methods approach was selected, combining qualitative and quantitative techniques. The focus was on translating a set of documents and evaluating the translation methods and techniques applied throughout the process. The frequency of these techniques was tracked to identify patterns and trends in their use. Additionally, the effectiveness of the final translations was assessed to determine how well meaning was transferred. By combining qualitative analysis of the translation techniques with a quantitative component that counted their frequency, this approach offered a thorough examination of the translation process. The mixed-methods design was particularly suitable for this study, as it enabled a nuanced exploration of the translation strategies used and their measurable outcomes, offering a more comprehensive perspective on the results.

3.3 Information Sources

Information sources are materials or tools used to gather data and insights that address specific research objectives. These sources serve as essential references, supporting processes such as knowledge acquisition, problem-solving, and informed decision-making, which are critical for conducting effective research. Information sources are generally classified into primary, secondary, and tertiary categories. Gaur (2013) states that "Primary publications are those in which the author for the first-time supplies evidence, describes a discovery, makes or derives a new proposition, or brings forward new evidence about a previous proposition" (p. 10). In this research, the primary sources included the translations themselves and the analysis of their processes and outcomes. These elements served as original data, directly originating from the study, and were crucial for evaluating the translation methods and techniques applied. Additionally, books on translation theories written by scholars such as Peter Newmark and Dirk Delabastita were also considered primary sources, as they provided foundational frameworks and insights for analyzing the translation techniques. As for secondary sources, Gaur (2013) explains that "Secondary sources are those which are compiled from the primary sources. They analyze, interpret, and discuss information about the primary sources" (p. 12). Secondary sources in this study included analyses of works by authors like Vinay, Darbelnet, and Newmark. These sources were instrumental in building upon existing knowledge and contextualizing the findings within established translation theories. Theses from both local and international scholars, covering a range of topics, were also consulted for this research. Depending on their content and research approach, these theses were categorized as either primary or secondary sources. Finally, tertiary sources are those that compile and summarize information from primary and secondary sources. These sources organize and present data in a more accessible format, often for quick reference or overview purposes. For this research, dictionaries were the most frequently used tertiary source to define terms related to the translation process and to assist in the creation of the glossary. These resources helped provide clear and standardized definitions, essential for ensuring consistency and precision throughout the study. This integration of primary, secondary, and tertiary sources ensured a comprehensive approach, allowing for both original contributions and informed interpretations grounded in prior research.

3.4 Analysis Categories

The current research employed a mixed-methods approach, integrating both qualitative and quantitative techniques. As previously discussed, qualitative research involves interpreting non-numerical data to reveal underlying meanings and obtain valuable insights while the quantitative approach focuses on gathering and examining numerical data to detect patterns, relationships, or trends. In the qualitative aspect of this research, the focus was on text analysis, translation, and the creation of glossaries. These activities required a deep understanding of the content and context, which qualitative methods are well-suited to address. Meanwhile, the mixed-methods approach was applied to explore translation techniques, combining qualitative insights with quantitative analysis to offer a more comprehensive view.

3.4.1 Text analysis

In the current research, text analysis was conducted on the documents provided by the nonprofit organizations. Text analysis involves examining the text to interpret its intended meaning, analyze its cultural context, and identify intertextual connections. Seresová and Breveníková (2019) assert that:

> At the first stage of the translation process, the translator has to read the text thoroughly. During the process of understanding the source text, the translator first identifies the meanings of words and their relationships at first in sentences, then in

> paragraphs and individual parts of the text and finally throughout the entire text. (p. 1).

Conducting text analysis was the first step in processing the texts, followed by their translation.

3.4.2 Translation

Translation is the transfer of meaning from one language to another. A high-quality translation must account not only for individual words but also for contextual nuances to convey the content accurately in the target language. Corina defines translation as:

> The most common understanding of the translation is reduced to its treatment as a means of cross-language communication. Translation is considered a form of linguistic mediation, in which the content of a foreign language text (the original) is transferred into another language by creating in this language an information and communication equivalent text" (p. 474-475).

This definition of translation emphasizes the need for achieving equivalent communication in the target language, which entails conveying the same meaning as the original text.

3.4.3 Glossaries

Glossaries for translation are specialized collections of terms, expressions, and their corresponding translations, along with any additional information that the translator deems relevant to include. For instance, a glossary may also include context-specific explanations, notes about cultural or regional variations in language use, and guidance on how certain terms should be treated in the target language. George (2022) defines glossaries as "A glossary is a collection of words pertaining to a specific topic. In your thesis or dissertation, it's a list of all terms you used that may not immediately be obvious to your reader."

In essence, glossaries are powerful tools for translators, serving as key references that can also streamline the translation process, making it faster and more accurate.

3.4.4 Translation procedures

Translation procedures refer to the methods or techniques that translators use to translate the texts, thus to convey meaning from one language to another. Bardaji (2009) explains that "Vinay and Darbelnet understand the term 'translation procedure' as all those processes that come into play when shifting between two languages" (p. 162) The author points out that translation procedures involve the translator's decision-making process to select the most appropriate method for translating words or sentences. Translation procedures are not only about linguistic equivalence but also about maintaining the text's intended meaning, tone, and cultural relevance. This study employed a quantitative analysis to systematically count the frequency with which various translation procedures are used within sentences of the original text and its corresponding translation. Figure 3 was used to calculate the frequency of each translation procedure's occurrence.

3.5 Data collection Instruments

Data collection instruments are tools used to systematically gather information for research or analysis. In the context of translation studies, data collection instruments often include specific tools to assess the accuracy, effectiveness, and strategies used in the translation process. The instruments selected by the translator were applied to the original and the translated texts. The instruments include text analysis, color coding, occurrence rate of translation procedures, and glossaries. Together, these instruments enable a comprehensive analysis of the translation process.

3.5.1 Text analysis

The first instrument is a text analysis table specifically designed to evaluate various aspects of a text's style. This tool uses a structured framework with four distinct components, each represented by a separate row. The first row examines the text's level of formality, identifying whether the language is formal, neutral, informal, or falls within another category.

The second row evaluates the level of generality or complexity, determining where the text falls on a spectrum that ranges from simple language to highly specialized terminology. The third row focuses on the emotional tone, assessing its intensity along a spectrum ranging from intense emotional expression to understatement. Finally, the fourth row analyzes the text's function, classifying it as informative, expressive, or vocative. These components work together to provide a comprehensive understanding of the text's stylistic features and overall character.

Table 1: Text analysis table

Text style	Original text	Translated text
Formality		
Generality of difficulty		
Emotional tone		
Text function		

Table 1: Text analysis table. Researcher's own creation

3.5.2 Translation techniques

The second instrument is a color-coding table developed to qualitatively analyze the translation techniques applied during the translation process. This method assigns a distinct color to each identified procedure, creating a clear and visual representation of the techniques employed. To carry out this analysis, a total of thirty paragraphs were selected—fifteen from English-to-Spanish translations and fifteen from Spanish-to-English translations. These paragraphs were carefully chosen to ensure a balanced and representative sample.

Table 2: Color-coding

Translation technique	Color assigned
Transposition	Blue
Modulation	Baby blue
Omission	Red
Amplification	Pink
Explicitation	Purple
Literal translation	Yellow
Punctuation changes	Dark green
Compensation	Light green
Equivalence	Orange
Adaptation	Gray
Borrowing	Brown
Calque	Turquoise

Table 2: Color-coding for qualitative analysis Source. Researcher's own creation

The third instrument is a table designed to quantitatively measure the occurrence rate of each translation technique. This instrument is closely connected to the second instrument, as it builds upon the analysis conducted with the color-coding table. After the texts were analyzed and each translation technique was marked with its corresponding color, the frequency of each technique was counted to calculate its occurrence rate. The resulting percentages provide a statistical representation of the translation techniques used, based on a sample of fifteen paragraphs translated from one language to another.

Table 3: Occurrence rate

Translation technique	Occurrence rate Spanish-English	Occurrence rate English-Spanish
Literal translation		
Equivalence		
Modulation		
Transposition		
Omission		
Amplification		
Punctuation changes		
Explicitation		
Borrowing		
Compensation		
Adaptation		
Calque		

Table 3: Quantitative analysis for translation procedures. Researcher's own creation

3.5.3 Glossaries

The fourth instrument was used to create two glossaries: one with Spanish as the source language and the other with English as the source language. Each glossary contains a list of terms, along with their corresponding translations into the target language, definitions, and grammatical categories. This systematic approach ensures that each term is thoroughly explained and classified, providing a comprehensive resource for understanding the terminology used in both languages.

Table 4: Glossary

Word from SL	Translation to TL	Context	Grammatical category

Table 4: Glossary table. Researcher's own creation

3.6 Collection data process and data analysis

For the present study, the texts provided by the institutions served as the primary source of data, analyzed through the theoretical frameworks outlined in the second chapter of this paper. The first step in the analysis was a close reading of the provided texts to gain an initial understanding. The first instrument, the text analysis table, served as a guide to identify and assess key textual aspects requiring evaluation. This tool helped structure the analysis, ensuring that important features such as formality, complexity, emotional tone, and function were evaluated. Once the text analysis was complete, a careful translation was undertaken. This process involved meticulously transferring the meaning, style, and tone of the original text into the target language. The second and third instruments were employed to analyze the translation techniques applied to the text. The color-coding table (second instrument) was used to visually identify and categorize the different procedures, while the quantitative table (third instrument) measured the frequency of each procedure's occurrence. Together, these tools provided both a qualitative and quantitative analysis of the translation methods, offering insights into the strategies employed during the translation process. Finally, during the text analysis, the translator selected words for the glossaries based on their relevance to the content and context of the text. These terms were then entered into the fourth instrument, where they were accompanied by their translations, definitions, and grammatical categories.

Chapter IV

Translations of Documents

This chapter includes translations of documents *Sistematización FMV-CATIE, Guía para el visitante,* and *Voluntariado en Reserva Natural Madre Verde* from Spanish to English and *University of Costa Rica's English Diagnostic Test 2022: Evidence of Validity and Reliability, Marketing Essentials, Project Sheet Lubrizol, Why I Donate to Talita Cumi CR, and Wellbeing Post-Questionnaire* from English to Spanish.

4.1 English translation of the document *Sistematización FMV-CATIE*

Madre Verde Foundation
"An experience to live in harmony with nature"

Table of contents

Acronyms

ICT: Costa Rica Tourism Board
ACP: Palmares Civic Association
FMV: Madre Verde Foundation
UCR: University of Costa Rica
SGP-GEF UNDP: Small Grants Programme of the Global Environment Facility, implemented by the United Nations Development Programme
IDA: Institute of Rural Development of Costa Rica
ADI: Integrated Development Association
ASADAS: Rural Aqueduct Associations
COOPAVEGRA: Palmares Savings and Credit Cooperative
COOPEPALMARES: Palmares Coffee Growers Cooperative
COOPEASUED: Palmares College Students Cooperative
COOPEINDIA: Ornamental Plants Cooperative
COOPEAREPAL: Palmares Recycling Cooperative
UNA: National University of Costa Rica
UNED: National Distance Education University
TEC: Costa Rica Institute of Technology
CUNA: Alajuela University Center
ECAG: Central American Institute of Livestock
U Latina: Latin University of Costa Rica
UTN: National Technical University
FUNAC – 4S: National Foundation of 4-S Clubs
CEN-CINAI: National Directorate of Education and Nutrition Centers and Comprehensive Child Care Centers
PSA: Payment for Environmental Services
FONAFIFO: National Forest Financing Fund
UNDP: United Nations Development Programme
CBMA: Montes del Aguacate Biological Corridor
TCU: University Community Service

Introduction

Madre Verde Foundation (FMV by its Spanish acronym) is a non-governmental, non-profit organization that carries out conservation and environmental education activities in the canton of Palmares, Alajuela. This foundation stems from a local civil organization initiative with the primary objective of protecting water resources for human consumption, and throughout its fourteen years of existence, it has expanded its focus towards the conservation of natural resources.

The individuals and legal entities involved with the organization, whether directly or indirectly, contributed to the acquisition of a 40-hectare property that required a reforestation process. Much of their work has focused on "dressing the mountain in green" again, while also creating a space for environmental education and for sharing various forms of love for nature.

To carry out this work, the organization has a corporate structure that consists of an assembly, a board of directors that includes a representative from the executive branch and another from the legislative branch, and three committees dedicated to specific topics: cultural matters, environmental education, and self-financing. Finally, there is an administrative board consisting of a delegation and administrative support. Only the administrative positions receive financial compensation for their work; the rest of the foundation's members volunteer their time and even contribute financially to its operation.

The cultural committee focuses on organizing events that promote an environmental culture, raise awareness about the organization, and, as much as possible, support fundraising efforts. Meanwhile, the environmental education committee works on raising awareness among the children of the canton through workshops in schools and student visits to the reserve. Additionally, it extends its educational activities to the community through cleaning a stream.

Finally, the self-sustainability committee faces the challenge of developing funding alternatives that provide the organization with permanent income, allowing it to focus on environmental education and natural resource conservation activities with the necessary peace of mind. Currently, the foundation is in the process of strengthening its capabilities, and this is where the current systematization comes into play.

Objectives and Justification

Objectives

The systematization of experiences aims to generate a collective reflection among the individuals, organizations, and institutions that have participated in this conservation process. Therefore, our objective is to reconstruct the history of the Madre Verde Foundation, along with its lessons learned and reflections over these fourteen years of work in the Palmares canton.

This systematization seeks, on the one hand, to share, learn, and improve organizational management processes and environmental education. On the other hand, it aims to foster reflections on the work carried out by the foundation through the perspectives of the different people who have participated in this work.

Justification

Madre Verde Foundation is a civil organization from Palmares that has been dedicated to the conservation and restoration of natural resources for 14 years. Its work has varied, ranging from the purchase of a farm and the restoration of its ecosystems to the cleaning of streams, environmental education for school students, and raising awareness among adults through cultural activities.

One of the organization's most important tasks is the constant search for funding to carry out its activities, especially those that allow it to achieve financial self-sustainability.

Throughout its existence, the organization has maintained its founders; however, the staff responsible for developing and executing various ideas has varied, allowing for the identification of different stages or periods with particular characteristics. This has enabled the organization to become a reference point in the conservation of natural resources in Palmares.

This systematization is based on the need to reconstruct the foundation's history, aiming to capture those motivating ideas, important actions, and lessons learned throughout its existence. This will enable new members and other groups to understand and appreciate each of the organization's achievements and avoid repeating its mistakes.

Methodology

This systematization aimed to generate a reflection on the process experienced over these fourteen years of work, involving the people who have worked at the foundation as well as the organizations and institutions that have participated in the process. It contributes to an introspection from everyone who has helped the foundation become what it is today. This vision, shaped by collective contributions and collaborative processes, allows for a united approach to the future, with clearer goals and challenges.

This systematization aims to be a contribution to the foundation, as the Spanish saying goes, to avoid tripping into the stone twice. And if we do happen to trip again, to resolve it better through reflections and the experience of the history already lived, which we will call lessons learned. To reflect on these lessons learned and achieve this systematization of experiences, social and historical processes were reconstructed through the following actions:

- Review of existing (secondary) information generated by the Madre Verde Foundation itself, such as minutes, strategic plans, newsletters, the website, and relevant documents. Additionally, external information such as research, student reports, data from websites, audiovisual materials, and other documents.

- Conducting semi-structured interviews with individuals involved in the process who have participated in different stages of the foundation and are key to the process (Appendix No. 1).
- Semi-structured interviews were also conducted with representatives of organizations and institutions that have participated in the process.
- Additionally, a participatory workshop was conducted with representatives of the board of directors and management, during which the symbols that characterize the foundation were identified.
- Finally, an audiovisual summary of the experience was produced with the collaboration of the interviewed individuals.
- List of participants in the systematization:

Representation	Person	Interview	Date
Founding partners	María Jesús Vargas Vargas Gerardo Araya Vargas	In-person	Sunday, February 8th
Cooperativa Coopavegra R.L.	Krisia Rojas	In-person	Tuesday, February 11th
"Pablo Alvarado" Educational Center	Marta Elena Matamoros	In-person	Thursday, February 13th
Management	Guillermo García Segura	In-person	Thursday, February 13th
	Arelis Chavarría Vázquez	In-person	Monday, February 10th
	Pamela Campos Chávez	In-person	Monday, February 10th
	Juan Carlos Mora*	Virtual interview	Monday, March 10th
Board of Directors	Sonia Chávez Quirós	In-person	Tuesday, February 11th
	María Amalia Rodríguez Estrada Mariana Pacheco Jiménez	In-person	Tuesday, February 11th
COVIRENA	Dayana Araya Gómez	In-person	Saturday, February 8th
Collaborating partners	Yamilet Vázquez	In-person	Friday, February 14th

	Francisco Rivera Gallegos		
Volunteers	Horacio Quesada	In-person	Sunday, February 8th
Academic area, Universidad de Costa Rica (UCR)	Cindy Elena Rodríguez Arias	Virtual interview	Thursday, February 13th

*He is also the Forest Regent of the PSA (Payment for Environmental Services)

Reconstructing History

Fostering a conservation idea

In the Central Valley of Costa Rica, forests were once abundant, but they began to disappear because the land could be used for growing food and establishing human settlements. Since that region housed endemic and endangered species, its protection and recovery were crucial. Specifically in the canton of Palmares, deforestation and intensive land use with monocultures have eliminated the few remaining forest fragments in the area. Out of the 38 km² of territory in this canton, only half a square kilometer is forested, which corresponds to just 1.14% of its surface area (Ecoplan 2002).

Given this situation, some residents of La Granja community and its surroundings came together to organize with the goal of acquiring the FEYBA S.A. property, known to locals as "the mountain", located in Los Altos of La Granja community. Their interest in this property was due to their deep affection for "the mountain", as they had visited the farm with their teachers and during their free time since childhood, making it their main recreational area. “We developed a fondness, a sentimental attachment to that place” (María Jesús Vargas, 2014). Concerned about the environmental situation in the canton, these residents wanted more children in Palmares to enjoy nature as they had during their childhood. They set the goal of purchasing the property to facilitate its recovery, collecting 150,000 colones among the neighbors, which they gave to the Fernández family as a down payment to secure the purchase of the farm (Interview, 2014).

This group of people envisioned an ecotourism project for the property as an alternative to generate income that would help preserve it. They approached the Costa Rica Tourism Board (ICT by its Spanish acronym) and various organizations for advice, but the institute requested a feasibility study for the project. This discouraged the group, as they saw that a significant investment of money and time was required, but they lacked the necessary financial and human resources. As a result, they abandoned their plans and even lost the money given as a down payment for the purchase of the property. However, they did not give up, and when they learned that "the mountain" was once again in danger, they persisted despite losing a substantial amount of money from their first attempt to purchase it. They re-organized to achieve their goal (Interview, 2014).

The group remained inactive until they realized that "the mountain"was going to be purchased by the Institute of Rural Development of Costa Rica (IDA by its Spanish acronym) to be parceled out and given to a group of farmers. On April 25, 1999, twenty-two neighbors came together to form a new working committee to revive the project to purchase the property, which was endorsed by the Integrated Development Association (ADI by its Spanish acronym) due to their association. Fortunately, the concerns about the land’s use were in favor of "the mountain", as 80% of it was designated for forest use. Therefore, the IDA respected this criterion and abandoned the plan to parcel out the property (Interview, 2014).

As new neighbors joined, new ideas emerged, including conservation goals, driven by the conservationist movement that was happening on a national level. Additionally, they received advice from a geologist who visited the area and showed them the urgency of restoring the water springs, as deforestation had gradually dried up the water sources. It was crucial to recover them, which in turn helped reduce the risk of landslides and dangers to the communities.

During the process, the group consulted with several professionals and institutions, with notable support from Mr. Emel Rodríguez, who was the Director of the Mesoamerican Biological Corridor. One of the implemented recommendations was the collection of bonds within the community, as this had been successful in other parts of the country. Thus, in October 1999, they launched the bond collection program, going door to door throughout the entire canton.

Making a dream come true

Increasingly convinced of the importance of conserving the area, it was decided to create an organization with legal status. This raised questions about how it would be structured and under what type of legal entity. However, thanks to the guidance of Mr. Emel Rodríguez and the exchange of experiences with other communities, they decided to establish themselves as a foundation. As a result, on January 3, 2000, they created Madre Verde foundation, with the following individuals registered as founders:

- María Jesús Vargas Vargas
- Gerardo Araya Vargas
- José Manuel Céspedes Mora
- María del Carmen Vargas Vargas
- Melvin Vargas Castillo
- Octaviano Castillo Vargas
- Danilo Alfaro González
- Pedro Carvajal Solís
- Abigail Vargas Vásquez
- Cristina Vargas Castillo
- Samuel Barrantes Gamboa
- Álvaro Vargas Vásquez
- Carlos Alvarado Vásquez
- José Joaquín Morera Araya
- José Eduardo Arias Vargas
- Roy Rodríguez Araya
- Javier Rodríguez Sancho
- Ventura Brenes Vásquez

- Geovanny Castillo Pacheco
- Jorge Vargas Ramírez
- Jorge Isaac Vásquez Pérez
- Oscar Rodríguez Chaves
- Isaías Vásquez Vargas
- José Miguel Mejía Carvajal
- Mario Vargas Rojas

(Founding Charter, 2000) It was from this moment that this group of people adopted the name Madre Verde Foundation, in reference to Mother Nature. The foundation's colors hold special meaning, with green representing nature "because they always wanted to see it that way, lush and green" (María Jesús Vargas, 2014). Their motto reflects their aspiration: "For a life in harmony with nature" (Founding Charter before a Notary, 1999), and their logo, as one of the founders put it, "is water sustaining the fauna and flora, with a squirrel symbolizing the animals that live in the reserve" (Gerardo Araya, 2014).

The foundation was established with an administrative board made up of three founding members, a representative from the Municipality of Palmares, and a representative from the executive branch. Additionally, an executive delegate was appointed for the organization's administration.

Working together for the Canton

The first objective as a foundation was to acquire "the mountain", which was up for sale. At that time, prominent individuals with an interest in the community were invited, appealing to the conscience of many locals from Palmares who wanted to help preserve the area. They supported the cause by donating 50,000 colones for the purchase of "the mountain", becoming contributing members. Those who could not pay the bond immediately were allowed to contribute in installments. Once organized as a foundation, they approached organizations like the Palmares Civic Association (ACP by Spanish acronym), which helped them negotiate the purchase of "the mountain", initially priced at 90,000,000 colones. Thanks to their intervention, they successfully negotiated a more affordable price of 50,000,000 colones.

Through significant efforts by the foundation's members, the ACP donated 30,000,000 colones for the purchase. The foundation committed to raising the remaining 20 million colones through donations of 50,000 colones from local residents. Additionally, Palmares Savings and Credit Cooperative (COOPAVEGRA by its Spanish acronym) contributed 3,000,000 colones, and Palmares Coffee Growers Cooperative (COOPEPALMARES by its Spanish acronym) provided an additional 1,000,000 colones. With these contributions, they were able to finalize the deal, securing the land with a 3-year payment plan. On July 21, 2000, they acquired "the mountain," a 40-hectare property located in La Granja, thus achieving their first objective (Orozco, 2003).

Spreading the love for conservation throughout the canton

The founders' idea was to continue purchasing land where there were larger spaces for conservation, with "the mountain" being their first opportunity. Agreements were made to acquire sites with important water access, with the ACP agreeing to contribute 10,000,000 colones annually. However, this plan did not come to fruition due to political disagreements and conflicts between the organizations supporting these purchases. As a result, the foundation also assessed its capacity to manage multiple properties and decided that it could not handle additional land.

Since their goal was to replicate the same conservation process, even if they were not the ones executing it, they suggested to other organizations, such as the Association of Women for Art and Culture (APAC by its Spanish acronym), the possibility of recovering those sites for conservation. They demonstrated the benefits and viability of the process, which motivated APAC to purchase the land. Additionally, at that time, the Palmares Civic Association decided to buy two more fields, which they handed over for management to the

Rural Aqueduct Associations (ASADAS by its Spanish acronym) of the Canton, so they could conserve and care for the water springs. This effectively replicated the efforts made by Madre Verde to raise awareness and conserve natural resources. As one of its former members and founders of the foundation stated, "The greatest success of the Foundation is not that infrastructure, not that land; it was the awareness that was developed in the Canton for conservation, because from then on, the Civic Association and the ASADAS began to purchase land" (Gerardo Araya, 2014).

Organizing ourselves: Mapping out action lines for conservation

After its formation and contribution to replicating the conservation process, the foundation identified and planned its priorities in 2001, which were:

- Ecotourism for self-sustainability, including trails, viewpoints, and projects designed to attract people to visit the reserve.
- Environmental education, involving schools in activities such as tours and reforestation, began with its first initiative in 1956. The MAG and the Municipality organized a project to repopulate the springs with trees, in which the only three schools in the canton—Zaragoza, Centro, and Buenos Aires—took part.
- Last but not least, research, which was supported by students from the Natural Resource Management and Protection program at UNED, the Faculty of Environmental Sciences at the National University, and the Faculty of Social Work at the University of Costa Rica (UCR), Western Campus.
- Some key factors that greatly helped in organizing and establishing what existed in the foundation were exchanges and visits to other experiences, which enriched ideas and new approaches. These interactions allowed the foundation to continue taking on new challenges through new projects that contributed to its sustainability, relying on both national and international volunteers.

First projects, first ideas

One of the first projects proposed in 2001 was the construction of trails and reforestation. The recommendation was to identify features such as rocks, trees, and striking flowers, and use these elements to begin mapping out the trails. For reforestation, students from the University of Costa Rica (UCR) designed a plan for the entire reserve, which was implemented with contributions from volunteers and ideas from the FMV Administrative Board. Although they did not strictly follow the plan's instructions, for the initial stage of approximately 10 hectares, an action plan was developed that allowed for the reforestation of that area. This involved defining the species to be planted, acquiring seeds, and establishing nurseries, which were managed by local residents who were trained for this task (Interview, 2014).

From its beginnings, the foundation conducted evaluations of its achievements and consistently defined corrective actions. They worked on environmental education through educational and didactic materials that supported the dissemination of the project and promoted community involvement. The biggest challenge was finding funding to acquire trees and seeds, maintaining the trees, and ensuring community engagement.

As one of the foundation's objectives was the recovery and protection of the forest, in 2002, the regent Juan Carlos Mora managed to apply for the (PSA) for 34 hectares. They have received this payment since that year and have renewed it every five years up to the present, allowing them to carry out part of their planned conservation and environmental education activities (Interview, 2014).

In 2004, there was a change in leadership. Sonia Chávez assumed the presidency of the administrative board, with Víctor Araya as Vice President. Giovanni Castillo took on the roles of secretary, and Octaviano Castillo became treasurer. A representative from COOPEPALMARES and Vinicio Sancho, as a representative of the ACP, were also part of the board. Guillermo García Segura, known as William (or Giga), was the executive delegate.

During this administration, the foundation continued its growth phase by establishing work lines and seeking economic sustainability.

The reserve is built hand in hand

The reforestation was possible thanks to the help of local and international volunteers. In 2003, the Costa Rican Institute of Electricity (ICE by its Spanish acronym) donated three thousand trees, the Rincón Aqueduct donated three hundred trees, and other organizations such as the Ministry of Agriculture (MAG by its Spanish acronym) and the Cabalini nurseries also contributed. Native species of the region, such as "burío" were planted as a recommendation from the MINAE.

A group of twelve women from the community called Palmareñas Unidas por la Naturaleza (Palmareñas United for Nature) began another project in 2001, the creation of a butterfly garden. They came together to promote ecotourism projects and contribute to family income. They received the advice of the National Foundation of 4S Clubs (FUNAC – 4S), which provided volunteer work and established it with technical assistance and donations. The goal of this club was to integrate women from rural communities into the development of their own productive projects, offering them training and work in areas with very limited job opportunities.

The institutions and organizations that collaborated during the process included the International Tree Foundation, the UNDP-GEF Small Grants Programme (PPD), Palmares High School, International High School, San Agustín High School, children from National Directorate of Education and Nutrition Centers and Comprehensive Child Care Centers (CEN-CINAI by its Spanish acronym), students from El Rincón School, El Gallo Más Gallo (Appliance Store), and Importadora Monge (Appliance Store). Additionally, during this stage, it was crucial to sign agreements with the University of Costa Rica (UCR), UNED, the Hispanic American University, the Autonomous University of Chapingo in Mexico, and various national and international volunteer organizations. These collaborations were vital in bringing the reserve to life, restoring the forest, and recovering biodiversity.

The collaboration of various organizations and volunteer institutions, such as Horizontes Group, International Youth Challenge, and Scouts of Palmares, was essential for the maintenance of the reserve. Notably, the International Youth Challenge program contributed to creating trails, labeling, and maintaining the butterfly garden and physical spaces like the dairy barn. To provide accommodations within the reserve, the blue and green houses were rehabilitated and initially used to house volunteers. However, as time went on, the space and conditions became less ideal, leading to the decision to relocate volunteers to local residents' homes to ensure the safety and comfort of the participants in the volunteer program.

They received significant support from the Natural Resources Surveillance Committees (COVIRENAS, by its Spanish acronym), Palmares Group, composed of local volunteers of various ages who were dedicated to the reserve and committed to reforestation. This group was trained in the care, monitoring, and conservation of natural resources and included both volunteer workers and students from the UCR.

Planting more than just trees

Approximately 10 hectares were reforested with native vegetation of the area, recovering parts of the pastures from the former dairy farm. The first phase of reforestation occurred spontaneously. Areas previously planted with coffee and ornamental plants were set aside for natural regeneration, and about 3 hectares of secondary forest that remained on the farm were conserved. Thus, the three conceived forms of conservation—reforestation, natural regeneration, and conservation—were applied.

Between 2001 and 2005, they gradually established reforestation, using three different planting methods. One method involved planting trees in rows, with spacing of 3x3 meters, using furrows to facilitate management, fertilization, and weeding, which helped strengthen their growth, as the grasses were aggressive and invasive. Another method was *tres bolillo*, a planting technique where three holes are dug in a triangular pattern to optimize plant spacing and root growth, used in sloped terrains following professional recommendations. The final method involved associating the trees with banana plants to maintain soil moisture (Documented research and projects of the foundation).

By 2007, evaluations of the reforestation efforts were conducted to monitor these actions and follow recommendations for tree management, differentiated by the three reforested areas using different methods. Studies conducted by the University of Chapingo over several years showed that the reforestation of trees had good development and a low mortality rate. For the reforestation where trees were planted in combination with bananas, it was observed that this method worked well, benefiting the soil, forest plants, and animals in the reserve, while also being low-cost to implement.

In 2007, volunteers contributed to establish a nursery to support reforestation. Additionally, the foundation received a donation of the following trees species: Long-leaf Zygia (Zygia longifolia), glassywood (Astronium graveolens), Ampelocera hottlei, Spanish Cedar (Cedrela odorata), Inga ruiziana, palm trees, almond (Prunus dulcis), Hymenaea courbaril. Due to early treatment of diseases, the trees were kept in good condition, and the planning of their planting ensured their success. Some of the trees were reserved for children visiting the reserve to help with the planting.

Looking to the long term

To generate connectivity between the reserve and other conservation areas, in 2001, along with the Ministry of Environment and Energy (MINAE by its Spanish acronym) and the Mesoamerican Biological Corridor, a national commission was established to create the Montes del Aguacate Biological Corridor (CBMA by its Spanish acronym). This corridor would extend from the Monte Verde protected area and the Alberto Manuel Brenes

Biological Reserve to the Carara National Park. This initiative opened new doors for obtaining resources. One of these was the proposal for a reforestation project and the establishment of infrastructure to facilitate environmental education in the reserve. Funding was requested from the PPD, and the assistance materialized in December 2003 (2004 Foundation Work Report).

The agro-touristic growth of the reserve led to the creation of an architectural proposal in 2001; however, the study took so long and required technical information that was not available and was costly for the foundation. As a result, parallel actions were initiated, diminishing its relevance. This study was one of many from that year aimed at making the reserve a tourist attraction, but not just any tourism—rather, eco-tourism that would ensure the long-term sustainability of the reserve.

By 2002, environmental activities began, including the participation of the environmental education committee, which was trained in implementing popular education methodology and action-oriented participatory research. Spaces for environmental education were also promoted to create critical awareness among locals, encouraging their involvement in actions aimed at conserving natural resources. Additionally, proposals from volunteer students were applied to raise awareness among fourth-grade students about environmental conservation.

To establish and strengthen the environmental program in 2004, an educational proposal was developed to train volunteers as environmental education promoters at UNED.

To attract and engage the residents of Palmares, Masses were established as an act of faith and gratitude for the achievements in the reserve. Saint Francis of Assisi, the patron saint of animals, was declared the patron of the reserve. The first Mass took place on October 26, 2003, followed by thanksgiving Masses in 2005 and prayers for infant Jesus. The cultural committee organized these activities, helped in managing economic resources and exploring new sustainability alternatives for the foundation, including the sale of typical dishes donated by associate members.

From 2001 to 2004, the main focus was the promotion of activities, recruitment of volunteers, and fundraising. Therefore, the foundation frequently reached out to the media, such as radio, press, and television. It also created its newsletter and website, www.madreverde.com, which are still active, along with other products to reach the entire public interested in this conservation initiative. Additionally, campaigns were carried out with supermarkets like Palí and Comprebien, which contributed their support through publicity and financial assistance.

By July 2004, the foundation's development plan was created to organize the work planned for the next 10 years, from 2004 to 2013. This plan was based on three components: environment, culture, and sustainability. Programs and projects were designed for each component, along with their objectives, activities, budgets, and expected timelines. Several of these objectives were achieved according to the opportunities and possibilities that arose during the process.

In 2003, the project proposed to the PPD was initiated. These are international funds provided for the care of natural resources such as water, forests, and biodiversity. This first funding was used to purchase computer equipment and a multimedia projector, and also to design an initial draft of the plans for the construction of the Multi-Purpose Hall, which was completed in 2005. Other infrastructures were developed through a partnership with Tabacalera Costarricense via the Philip Morris International Resource Foundation starting in 2007. This partnership funded the first stage, which included the hall for administrative offices and a kitchen and dining area for visitors. In 2009, a second stage was completed, comprising the reception office and the caretaker's house, finalizing the current infrastructure. Lastly, a recreational park was set up for family enjoyment in the center of the reserve.

Lost along the way

Throughout the foundation's journey, so many diverse research projects and academic works were conducted that not all of them could be incorporated into its activities, and so they remain archived like hidden treasures. Some of these studies led to projects that were adopted at some point, but they now form part of the foundation's history or have evolved into specific activities. Examples of this include:

The butterfly garden recovery project, carried out in 2005 by students from the (UCR), aimed to evaluate the butterfly garden's operations to envision its productive development. This project intended to revisit the original idea behind its creation, which was to generate employment for women in the community and provide income for the reserve. The proposal included making crafts and jewelry using butterflies preserved in resin. Although there were interested buyers, this aspect was not implemented. Additionally, the project envisioned tourism services linked to visits to the butterfly garden and the laboratory, which are still partially maintained today.

In pursuit of sustainability and involvement of local organizations in the reserve, the cooperative trail project was created. This project consisted of a trail with 14 stopping points. Along the trail, key concepts were studied to understand the different relationships between biotic and abiotic elements that make up the ecosystems present, as well as the interactions among biotic organisms, whether they competed for the same resources or shared a territory, developing mutual benefits. The goal was to facilitate learning about cooperative values through environmental education with a participatory action research approach.

Another project supported by UCR students, which was carried out in collaboration with the community, involved diagnosing and designing participatory environmental education strategies. This led to the creation of the Calabazo creek rescue project, coordinated by social work students, the foundation's environmental committees, the municipality, and local volunteers. On November 20, 2004, a successful cleanup of the creek took place, with 22 volunteers participating. It is even remembered that the year the Calabazo creek cleanup was not conducted, there was a significant flood in Palmares during the rainy season. This highlighted the need to make this activity an annual event, complemented by environmental education activities to train residents on solid waste management and risk planning; however, both topics are still pending implementation.

Strengthening management

In 2009, there was another administrative change in the foundation, and Arelis Chavarría was hired as the executive delegate. From this point on, the foundation's administration began a phase focused on improving its management. This started with a process of gathering information about past activities to allow the new delegate to understand and take ownership of the foundation’s work.

As in previous years, the administration continued to seek funding to sustain its activities. New donors were secured for 2010, and in 2011, Coopevegra RL enabled its clients to make direct donations from their accounts to the Foundation's account. This made the handling of these donated funds faster and more transparent through this financial cooperative.

In 2012, the administrators devised a fundraising campaign called “Un rojo por Madre Verde” (one thousand colones for Madre Verde), and due to its success, it was repeated in 2013. For the collection of donations, volunteers participated by using donation boxes, while many businesses supported the initiative by allowing the placement of these boxes in payment areas.

As another fundraising alternative, in 2011 the foundation began charging an entrance fee to the Madre Verde Reserve, set at five hundred colones per person. This fee was symbolic in relation to the experience of enjoying the place, but it did not last long. The charge was only applied on weekends when volunteers were available to handle the collections, and it proved challenging to secure the necessary human resources. Over time, the idea of charging an entrance fee evolved, and now what works is a donation box near the reserve entrance, where visitors can leave a monetary contribution as a show of support for the Foundation's management and work.

The cultural events committee also coordinated activities that contributed to the search for financial resources in some cases. However, in other instances, despite the efforts put into organizing events, they did not receive the necessary exposure or acceptance to generate significant income, and in some cases even led to financial losses. For example, in March 2009, the committee organized the first international music festival, which featured prominent international musicians such as Kattia Cardenal. Although the event was attended, the organization costs exceeded the income, resulting in expenses for the foundation. On the other hand, activities like musical dinners with performers who evoked memories for the participants continued to be successful in generating funds.

During this time, traditional activities such as Masses and rosaries continued, but the cultural committee also sought to diversify events. As a result, they developed activities such as cycling races, athletics events, comedy shows, night walks through the reserve's trails, and a monthly yoga session.

On the other hand, the most reliable source of income for the Foundation is the PSA. When the previous contract expired, it was the new executive delegate's responsibility in 2010 to manage the request for the benefit payment for the next four years. This was a significant challenge because the PSA topic was outside her expertise, so she had to rely on the project's Forest Regent, Ing. Juan Carlos Mora.

Building on the experience from a project funded by the PPD, a second project was requested in 2013, titled “Environmental Management of the Communities of Palmares for the Conservation of Water Resources and the Sustainability of Connectivity Processes in the Montes del Aguacate Biological Corridor.” This project aims to continue funding environmental education in schools and, as a new component, begin addressing solid waste management in the community of La Granja, with the goal of reducing the amount of waste people dispose of in the Calabazo Creek. The hope is that this engagement with the community will encourage more residents to volunteer at the reserve and be more vigilant about activities related to the reserve and other natural resources in the community.

Additionally, this project also included capacity building for the work group and the purchase of office equipment, which facilitated meetings and their respective documentation, as well as accounting tasks (the QuickBooks program was acquired). This allowed greater accessibility to information and an increase in their ability to respond and use the foundation's information.

In response to PPD's request and with the goal of continuously enhancing management, the foundation was evaluated in 2012, resulting in recommendations across various areas of work. Currently, they operate with annual operational plans and reports, with monthly reports for the administrative section and annual reports for the Foundation.

Additionally, between 2012 and 2013, a participatory process was carried out to develop a new strategic plan, with expert guidance. By early 2014, the document containing the strategic planning for the 2013-2018 period was completed, which will guide the foundation in its work.

Maintaining Communication

In order to better promote the foundation's work and the existence of the reserve, outreach efforts have been maintained through participation in fairs and environmental activities with informational booths for the foundation and the Montes del Aguacate Biological Corridor. These efforts have included press articles, television spots, local advertising spaces, several issues of their own newsletter, and, since 2010, social media through their Facebook profile, which now has over 5,000 likes.

Another objective of the publicity is to attract more local volunteers, as the work required to maintain the reserve and its facilities cannot be handled solely by the existing staff. Currently, many high school and university students carry out internships and course work within the reserve, often generating valuable information for its administration and operations. Foreign volunteers also continue to be an important support for the organization’s work, particularly in maintaining the butterfly garden. With their help, a medicinal plant garden was also established, which has become one of the current attractions of the reserve.

Since 2009, additional research has been conducted within the reserve, though to a lesser extent than in previous periods. For this reason, in 2012, the organization made an effort to reach out to the UCR's western campus, offering the reserve as a resource for students interested in developing their projects in this area.

The Current State of Environmental Education

Finally, during the current administration of the foundation, environmental education continues to be one of the most time-consuming, demanding, and resource-intensive tasks, but at the same time, it is one of the most rewarding. This is why the environmental committee consists of highly committed individuals. The current environmental education program includes a sensitization talk for the involved teachers, a couple of workshops at each educational center in the Palmares canton, and a guided tour within the reserve, featuring attractions such as the butterfly garden, the butterfly laboratory, and the medicinal plant garden. Every year, the program concludes with an open house day, which includes activities for children and showcases the work done by students during the workshops at their schools. The educational efforts of the Foundation are supported by the supervision of Circuit 06, to which they belong.

As part of the environmental education activities, the foundation makes the reserve available to groups of students from schools within the Montes del Aguacate Biological Corridor, but outside the Palmares canton. These visits are part of the Corridor's educational program, known as the Interinstitutional Environmental Education Program, where MINAET is one of its main promoters.

Despite the foundation's good intentions, at some point these activities began to complicate the foundation's own development, as they were scheduled by MINAET. However, as an alternative, collaboration was maintained, with the modification that now the foundation schedules these visits, allowing everyone to work more comfortably on this project.

Environmental Guardians

The effort to maintain the reserve was not solely about obtaining resources; as the wildlife in the reserve recovered, hunters began to reappear, leading to the need to reactivate the Natural Resources Surveillance Committee (COVIRENA by its Spanish acronym) group. The Foundation has supported them in various aspects, such as training, sponsorship of uniforms, and more. The benefits of reactivating COVIRENA extend throughout the entire canton, as they do not conduct patrols exclusively within the reserve.

Preparing to Implement Ecotourism

Ecotourism remains the best opportunity for the foundation to achieve economic sustainability. With this in mind, the foundation has focused on training a group of collaborators from the reserve who are interested in becoming part of a potential group of guides. They have received training in basic first aid, environmental legislation, and guiding groups along trails.

Throughout Time

To have a better overview of the important events that have marked the conservation history of Madre Verde, from the conception of the idea to early 2014.

Madre Verde Foundation milestones
1999: Experience exchange with Monte Alto
2000: Initiative of the Montes del Aguacate Biological Corridor, Property purchase and reforestation, Creation of the Madre Verde Foundation

2001: Creation of the butterfly garden, Beginning of the research program
2002: Environmental Education as a Course of Action, PSA
2003: Launch of projects with PPD, Beginning of cultural activities
2004: Community work: cleanup of Calabazo Creek, 2004-2013 Development plan formulation, Launch of the international volunteer program
2007: Infrastructure Development
2009: Cultivation of medicinal plants
2011: Payment collection system with COOPEVEGRA
2012: Un rojo por Madre Verde campaing
2013: Strategic plan 2013-2018

Participants in the history of Madre Verde

Many people, groups, organizations, institutions, and companies have collaborated over these fourteen years to help the Madre Verde Foundation maintain the reserve and carry out environmental, cultural, and self-financing education activities. Some of these actors, classified by sectors, are as follows:

Educational centers

Environmental education activities are carried out at schools in the canton such as San Agustín, Presbítero Manuel Gomez, Cocalera, Calle Vargas, Ermida Blancos, Los Pinos, Pablo Alvarado, Venancio de Oña, Santa María Goreti, Jacinto Ávila, Ricardo Moreno Cañas, Julia Fernández Rodríguez, and Joaquín Sancho.

In Palmares high schools, environmental education used to be carried out with Piedades del Sur, as well as bilingual high school.

Local and Central Government

The Municipality of Palmares collaborates with the cleaning campaigns of Calabazo creek and also supports the organization of events for the foundation. Previously, work was done on a waste management plan.

MINAET-SINAC collaborates with the coordination of the CBMA.

Private companies

Local cooperatives such as COOPAVEGRA, COOPEPALMARES, COOPEASUED, COOPENDIA, and COOPEAREPA made financial contributions for the purchase of the reserve. Notably, COOPAVEGRA donates money monthly and provides automatic payment services to its members.

Businesses such as Industria Monge, Supermercado Palí, Supermercado Comprebien, El Gallo Más Gallo, and Tienda y Bazar Vargas have contributed food supplies or funding.

Nurseries such as ICE, Cabeline, and others contributed to the reforestation of the reserve.

Academia and research

National universities, such as UCR, UNA, TEC, CUNA, ECAG, and U Latina, contribute with university projects, TCU, and research at the licentiate and master's levels.

International University, such as Chapingo University from Mexico, which has contributed with environmental and forestry research.

International Volunteering

It is carried out through volunteering and international cooperation organizations from the US and Europe, through agencies such as Volunteer, AFS, and Cash.

International Non-Governmental Organizations

International cooperation organizations such as PPD-PNUD and the Friends of the Trees Foundation, which made small donations through projects.

The Phillips Morris Foundation, through the Costa Rican tobacco company, donated funds for the reserve's infrastructure.

Civil Society

COVIRENAS has organized volunteer groups at different times, providing support for activities ranging from trail construction to reserve monitoring.

The Scouts, a group of environmentally-conscious teenagers, have supported the foundation in recycling activities and more.

The Montes de Aguacate Biological Corridor, a regional platform that enables joint efforts for the connectivity and conservation of natural resources through environmental education and advocacy, among others.

The Palmares Civic Association's contribution was crucial in purchasing the reserve and promoting the acquisition of other lands for conservation. Additionally, it supports the cultural activities organized by the foundation.

The ASADAS of the canton have collaborated on the conservation and reforestation of protected areas.

Civilians who have voluntarily donated resources by becoming members, purchasing bonds, or contributing time or money to the campaigns.

Retired educators from the National Association of Educators (ANDE by its Spanish acronym).

The organizations mentioned in graph No. 1 collaborated at various stages of the creation and sustainability of the Foundation, providing voluntary financial and human resources with different levels of impact at the local, national, and international levels. The following describes the participation of the individuals, institutions, and organizations that assisted the Foundation in its mission.

Local: schools, supermarkets, high schools, ACP, ICE, Scouts, COVIRENAS, cooperatives, ASADAS, Municipality of Palmares, nurceries.

National: MAG, SINAC, universities, Corredor Biológico Montes del Aguacate, retired educators, MINAE.

International: FUNAC – 4S, PPD, AFS, CASH, Autonomous University of Chapingo, Phillips Morris Foundation, Volunteer, INLEX, Friends of the Trees Foundation.

Lessons learned

Through the reconstruction of its history, the participating individuals and institutions had the opportunity to reflect on their learnings, reconsidering what they would not do again and what they would repeat, as well as the advice they would offer others to replicate in a conservation experience. The sum of these reflections is captured in the following lines:

- When the management of a sustainability foundation is entrusted to an administrative board, it is essential to build a shared vision to guide the process and coordinate the work being carried out. For this reason, when the vision was collaboratively developed between the administrative board and the executive delegate, significant progress and coordination were achieved, unifying efforts and involving each board member in a participatory manner in the planned activities.

- A foundation, as such, cannot work alone but must seek strategic partnerships at various levels. For this reason, it becomes crucial not only to establish but also to maintain these strategic alliances to carry out activities with better results and in less time, addressing all kinds of needs the foundation may have. The search for strategic partnerships can involve different organizations related to funding, environmental education, or any other area of interest to the Foundation. Examples include the involvement of volunteers, collaboration with COVIRENA, COOPAVEGRA R.L., the Montes del Aguacate Biological Corridor, among others.
- The experience gained as a foundation has shown that working with resources collected through small projects and donations is very limited and creates a greater workload. Therefore, it is important to seek medium- and long-term funding that provides sufficient resources for maintenance and the implementation of activities.
- When making decisions as a foundation, seeking advice and exchanging experiences have been valuable sources of learning to improve and guide their work. As a result, they now strive to rely on professionals to provide guidance in various areas of the foundation.
- Good relationships between the board of directors and the administration are essential for effective management, as they facilitate teamwork, foster good communication between the administration and the various committees, enable the delegation of tasks without losing coordination, and prevent task overload.

- For the foundation, it has been important to have not only qualified staff but also individuals with experience to fill roles such as the executive delegate, among others, to ensure the effective fulfillment of their duties.
- For Madre Verde, maintaining order and transparency in the administrative and financial areas is embodied in the motto, "it was not just about being honest but about appearing honest." This means the Foundation must not only be transparent but also project that transparency to demonstrate the proper management of its resources.
- Building emotional connections with the reserve encouraged community participation and involvement in its activities. Therefore, it is important for the foundation to create alternatives to engage community members. An example of this was the planting of trees adopted by children during the farm's reforestation period.
- Some cultural activities require significant financial and human resources but fail to effectively promote the Foundation or generate economic returns. Therefore, for Madre Verde, it has been important to prioritize activities and carefully choose where to invest money and effort, taking into account the resources available.
- To establish clearer guidelines and directives, the foundation considers evaluation to be crucial for implementing improvements and making necessary adjustments to its activities. Consequently, conducting evaluations can contribute to achieving the goals outlined in its strategic plan.
- While the political involvement of the administrative board members may, in some cases, benefit the foundation's interests, it can also lead to unwanted consequences. For this reason, the foundation has made efforts to separate itself from political parties.
- The foundation acknowledges that the national and international volunteer program has not been fully utilized in recent years. Having an activity plan in place allows for

the quick integration and effective execution of tasks, helping to motivate participants to remain in the program. Additionally, it is important to have a person who coordinates and supports the volunteers, both in terms of carrying out the work and ensuring their safety.

- Effectively using the available media is crucial for promoting the Foundation and its work both inside and outside the reserve. However, these channels can be better utilized to reach a larger audience than the one currently aware of the Foundation. The Foundation has understood the importance of maintaining constant relationships with the media at its disposal to promote itself both within and outside the reserve. For this reason, various communication channels, such as Facebook, the website, and newsletters, have been implemented, and they have been consistently maintained over the years.

Success factors

During the reflection process, the participants identified a series of conditions and elements that have allowed them to sustain the foundation's project for fourteen years. Some of these factors, which we will refer to as success factors, are:

- Thanks to the credibility of a group of people from the community, funds were raised through cooperation bonds to purchase the property and establish the Madre Verde Reserve. This credibility encouraged many people with different financial capacities to commit to conservation.
- Facilitating a collaborative approach to environmental education planning, involving teachers, educational circuit supervisors, and schools in the canton, led to the creation of a widely recognized environmental education program in the area. This initiative built alliances with various organizations and institutions that continue to this day.

- Promoting environmental education that allows interaction with nature and experiential learning has facilitated the incorporation of knowledge about natural resource management, helping to build greater environmental awareness among the younger population of the canton.
- The use of three different types of reforestation methods in the Madre Verde Reserve helped create ecosystems that attracted wildlife from the area. The CBMA biological corridor played an important role by promoting reforestation and connectivity with other zones, improving the movement of these wild animals.
- The key factor in developing all the work of the foundation has been the volunteer efforts of hundreds of people who, through their contributions, have made Madre Verde the reserve it is today.
- Thanks to the commitment and honesty of the people who have worked for the foundation, a transparent administration has been developed, allowing the organization to maintain its credibility and, consequently, the financial support of many individuals and contributing organizations.

Challenges and Obstacles

The participants in the systematization identified their main limitations to continue on their path of growth for the foundation, needing to overcome the following challenges:

- Enhance the Foundation's internal capacities to establish a long-term financing system that provides economic sustainability for the organization. In addition, develop a more personalized relationship with the different types of donors through the consolidation of the financial commission, and even more importantly, with those who donate their time and effort through voluntary work, to keep them motivated.
- Administratively, the organization faces several challenges, including fulfilling the strategic plan despite limited financial resources, which only allow for part-time

compensation of administrative staff (executive delegation and administrative assistance). Other challenges involve defining the roles and responsibilities of the organization's leaders more clearly, encouraging more active involvement from the executive board to foster a democratic decision-making process, and reducing the concentration of power in the presidency role.

- Foster a balanced approach that integrates the needs of conservation with the management of financial resources within the reserve, while creating inclusive opportunities for individuals with diverse interests to participate.
- The biggest challenge would be to break the physical boundaries of Madre Verde, not only focusing on the reserve but extending to the surrounding communities, allowing them to engage with activities in the region. This would encourage communities to view Madre Verde as their home, nurturing a sense of belonging and responsibility for the care of the resources within the reserve. Additionally, this community involvement would help expand the foundation's outreach, reaching a larger portion of the population.
- Innovate in the different activities developed by the foundation with the goal of creating new opportunities to achieve the established objectives and gain additional benefits that strengthen the organization. An example of this would be organizing more dynamic and interactive activities that bring greater benefits to the Foundation, linking ADIs, ASADAS, community groups, and all organizations to improve the quality of life in the canton.
- Regain the support of the ACP to collaborate on conservation efforts, while distancing the foundation from party-political interests.
- Present the foundation as a welcoming entity to all religious beliefs, socio-economic groups, and political views, inviting people both inside and outside the canton.

- Follow up and ensure continuity for projects that once gained significant traction and generated funding expectations, while staying true to the original objectives. An example of this is the butterfly garden, which, if fully operational, could provide a substantial income for the foundation and even for community members who could get involved.

Courses of Action

In their reflections, the participants proposed two types of actions to be implemented: some with short-term goals and others with medium- or long-term objectives, aimed at improving the work of the foundation and achieving both personal and collective goals.

Short-term actions

- Identify an appropriate method for collecting entrance fees to the reserve, ensuring funds are raised to support the foundation's sustainability projects without requiring significant investment of human or financial resources.
- Implement a more effective outreach strategy for the foundation's members by adopting a personalized approach through 'word of mouth' and 'door-to-door' visits, encouraging attendance at the foundation's assemblies and activities.
- Raise awareness and encourage active and proactive participation among the board members for the foundation, urging them to commit more time to its activities in order to achieve the goals set for its sustainability.

Medium- and long-term actions

- Promote ecotourism by improving the facilities of the trails, roads, and spaces within the reserve, so they attract more visitors and allow the beauty of the landscape to be enjoyed from its viewpoints.
- Develop a management plan for the protected area of the reserve, as there are different perspectives on how to maintain it. A management plan would allow for better

oversight with technical guidance, facilitating and directing decision-making for its upkeep. This plan should include the management of the forest area, wildlife, and the surrounding community, among others.

- Seek financial resources to meet the needs of the administrative staff, as it is necessary to ensure the completion of scheduled activities, the execution of the strategic plan, and other tasks that support the foundation's operations.
- Carry out environmental education activities and projects that promote values by linking environmental and social resources, bringing the community closer to the foundation. This builds a connection with the reserve and its plants, flowers, and animals. An example of this is the association between the ecosystems found along each trail and social values such as cooperativism.
- Along with the environmental program, promote actions with farmers to facilitate connectivity activities between the farms that are part of the Montes del Aguacate Biological Corridor, helping wildlife move through the region.
- Create more activities within the reserve to generate additional resources and sustainability, such as an environmentally friendly demonstration farm for agroecotourism development, rural tourism through accommodations in the reserve’s houses, or 'tree adoption' campaigns where individuals contribute financially to the reserve’s upkeep in exchange for incentives like plaques with their names.
- Build an ecological auditorium within the reserve for cultural and environmental activities. This would allow for more visits and greater engagement from the local community with the reserve.
- Improve media outreach to increase visitation to the reserve, fostering greater commitment to its care and maintenance, while also opening doors to volunteers and new members.

- Integrate the different perspectives on preservation, conservation, and sustainable development for the foundation and the reserve. For example, some people believe the reserve should dedicate its 40 hectares solely to forest, while others think it should be managed like a national park. Some support ecotourism, while others envision working collaboratively with the community to generate income for the area.

Apendix

Interview Protocol for Founding Members / Collaborating Members

Hello, my name is ________ (and that of my colleagues). We are a group of students from CATIE, an international university located in Turrialba, and we are conducting a compilation of the history of the Fundación Madre Verde de Palmares. We would like you to participate in this interview because of your involvement in the process. Your participation is important to us as you have valuable knowledge, and we hope you would be willing to share it with us.

Interview Consent
For us, it is important that you know that:

- This work is nonprofit, serves academic objectives, and supports the work carried out by Fundación Madre Verde.
- Additionally, we want to emphasize that your participation is completely voluntary.
- If at any moment I am unclear in my questions, if you do not understand a word, or if you have difficulty with my accent, please let me know, and I will try to explain myself better.
- Likewise, if you feel uncomfortable with any question, we can move on to another one; please feel free to tell us.
- To better support the information, my colleagues will assist by taking notes, and if you allow us, we can record the interview (either with a camera or voice recorder).

If you agree, we can start the interview.

1. Topic: Origin of the initiative for water resource conservation (before becoming a foundation)

To begin... And to start the interview, I would like to take you to the origins of the initiative. Could you tell me...
1.1 What motivated you to come together as a group (the problem)?
1.2. What was the common goal or purpose that the group initially pursued?
1.3. How and when did the idea of water conservation arise? In what year?
1.4. Who supported the efforts for water conservation?

1.5. How was the organization of people to start the conservation group?
1.6. Who were the key people involved in this initiative (leaders)?
1.7. Which groups, organizations, or institutions did you join forces with to achieve your objectives?
1.8. Which communities (territory) were involved in the water conservation efforts?
1.9. What actions did you undertake initially?
2. Topic: Consolidation of the process, creation of the foundation (origin of the foundation as a conservation strategy)
Regarding the foundation, could you tell me...
Founding Members and Partners of the Foundation
2.1. What motivated you to form a foundation?
2.2. Why did you choose to establish a foundation instead of another type of organization (association, cooperative, or other)?
2.3. What are the foundation's lines of action?
Collaborating Members (Partners)
2.4. What is the objective of the foundation?
2.5. How did the associated members join and participate in the foundation?
And nowadays, could you tell me a few things about how the foundation operates, such as...
3.1. What rights and obligations do the members of the foundation have?
3.2. How is the relationship between the foundation and its members?
3.3. How often do the members meet (assembly, workshops, other events)?
3.4. What actions and/or activities do you carry out to raise funds for the foundation?
3.5. How are the funds raised used?
3.6. How many members do you have so far? What types of members are they (associations, individuals, schools, others)?
3.7. Do you support any other types of organizations (such as community-based organizations, others)?
3.8. Have you formed any partnerships with other conservation or water care organizations (e.g., Montes del Aguacate Biological Corridor, ASADAS)?
3.9. Do you collaborate with other local organizations or institutions (alliances with municipalities, cooperatives, others)?
To ask... Regarding the three thematic areas: environmental, cultural, and self-management, could you tell me...
4.1. What actions do you take in relation to the environmental, cultural, and self-sufficiency areas? (Ask each one individually)

	Environmental, Cultural, and Self-Sufficiency Focus Areas
4.1 Actions	
4.2 Who carries them out?	
4.3. How is it carried out (methodology or steps)?	
4.4. Do any organizations or institutions collaborate?	

4.5. What is the goal or purpose of the action?	
4.6 In what year did this work begin? Does it continue?	

Now I would like you to tell me...
5.1. If the experience were repeated, what actions would you do again, and which ones would you not repeat?
5.2. Considering the process, what recommendations would you give if someone wanted to carry out the same actions?

5.3. Do you consider the alliances or union with other organizations important (or a success factor)? And why?
5.4. If you had the chance to redo the entire process, what would you change? What actions would you not stop doing?
5.5. What were the main difficulties at the beginning of the process? And what are they now?
5.6. What are the main challenges and/or obstacles?
5.7. If the foundation didn't carry out these actions, who would take care of the water?
5.8. Based on what we've discussed... What are the next actions for the foundation?

To close the interview, could you tell me...

1. In one word, how would you define the work of the foundation? (summary concept)
2. Is there anything you'd like to share that you think we may have missed in the interview and is important to highlight?
3. Do you have any questions for us?

Thank you

4.2 English translation of the document *Guía para el Visitante*

Visitor's Guide
MADRE VERDE NATURE RESERVE
Welcome to our organization!

Table of Contents

6. Location

Getting there | Waze and Google Maps

7. How to help us? Contact information

Donations and volunteering | Ways to contact us

8. Gratitude

Volunteering, NGOs, and other organizations

9. Photo gallery

Animals, people, reserve, landscapes, and more

General Information

ABOUT OUR ORGANIZATION

• We are a non-profit organization that protects the Madre Verde Nature Reserve, a private protected area resulting from community efforts since the year 2000.

MISSION

• The main objective is to promote the protection of natural resources both inside and outside the reserve, alongside the local communities.

• We aim to offer a natural space where visitors can engage in healthy recreation while connecting with nature.

WE OFFER

• Parking • Drinking water • Viewpoints • Paved Road to the entrance of the reserve

• Well-maintained trails • Benches at various points in the reserve

WE DO NOT OFFER

• Accommodation • Restaurant • Food sales • Pet care (do not bring pets)

ATTRACTIONS

• We offer birdwatching, as well as the observation of insects, plants, mammals, and amphibians. Occasionally, you will encounter reptiles and fungi. We also have viewpoints, green areas, hiking trails, and a pollinator garden.

ADMISSION

HOURS

• We are open from WEDNESDAY to SUNDAY, from 7:00 AM to 4:00 PM.

ENTRY

• A donation of 1000 colones (or more) is appreciated to enter our reserve, which is supported by donations, social support, companies, and other sources. Your contribution is highly valuable.

• We keep a record of entry and exit to the reserve.

PROTECTED AREA

• It is a 31-hectare forest patch with trails of low and moderate difficulty, recovery zones including reforested areas and others undergoing natural regeneration, and a small watershed: "Quebrada del Calabazo." All of this falls under the category of Private Reserve.

• It has great biodiversity of flora and fauna, which has evolved over time. It is part of the Montes del Aguacate Biological Corridor (CBMA by its Spanish acronym) and the network of Public and Private Reserves of the CBMA, a conservation initiative aimed at connecting protected areas at the local level.

General Regulations

RESTRICTIONS

• Pets are not allowed as they may harm the flora and fauna, and wildlife suffers disturbance from the presence of domestic animals.

• The entry of any items that could start a fire is prohibited due to the risk it poses.

• Visitors are asked to be responsible for not leaving any type of trash behind.

• The following items are prohibited: alcoholic beverages, cigarettes, and drug use.

• Visitors are asked not to enter with bicycles, ATVs, motorcycles, or any similar vehicles.

Eco-friendly products

FOR SALE

• T-shirts

• Caps

• Jewelry boxes

• Tequila glasses

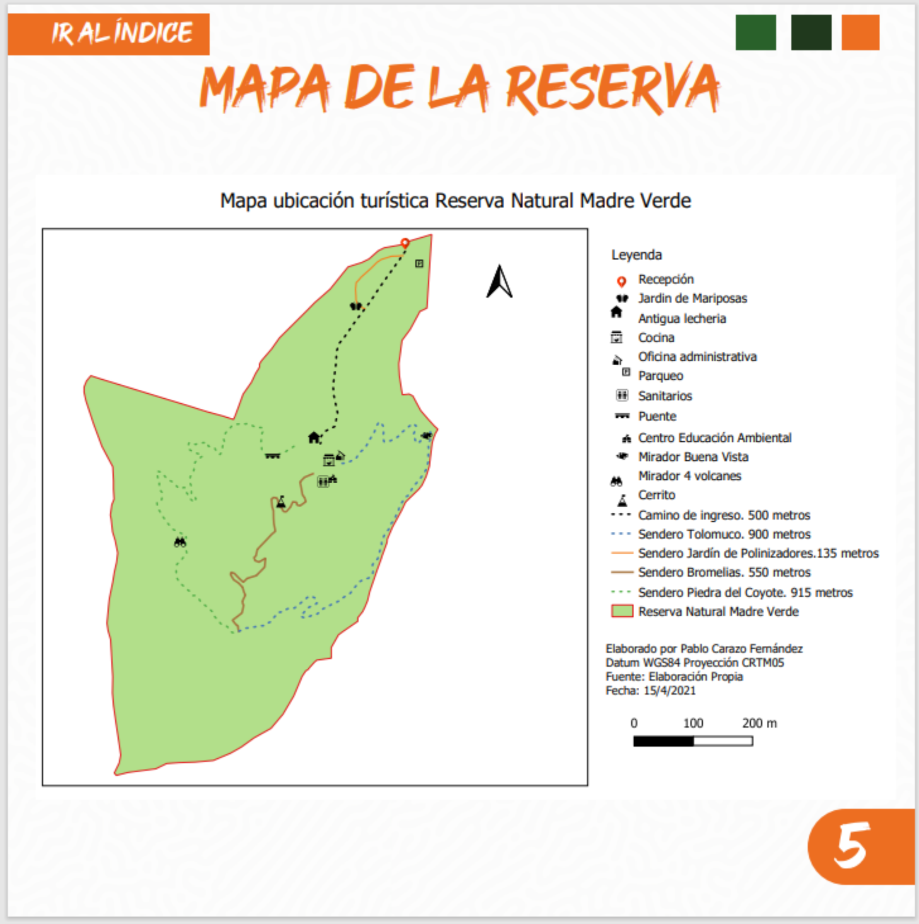
• Honey

• Organic coffee

• Thermal products: Jug, Glass, Container, Bottle

• Stickers: Biodiversity of Madre Verde

• Plates, packaging, and trays (biocompostable)



Map of the reserve

Tourist Location Map Madre Verde Natural Reserve

Legend
Reception
Butterfly Garden

Old Dairy
Kitchen
Main Office
Parking lot
Restrooms
Bridge
Environmental Education Center
Good View Lookout
Four Volcanoes Lookout
Hill
Entrance Path 500 Meters
Tolomuco Trail 900 Meters
Pollinator Garden Trail 135 Meters
Bromeliads Trail 550 Meters
Coyote Rock Trail 915 Meters
Madre Verde Natural Reserve
Prepared by Pablo Carazo Fernandez
Datum WGS84 Projection CRTM05
Source: Prepared by the author
Date: 15/4/2021

Location

WHERE WE ARE

• The Madre Verde Nature Reserve is located in the Palmares canton.

• We are 1 km east and 500 m south of La Granja school.

• There is a parking lot.

HOW TO GET HERE

• Find us on the apps:

GOOGLE MAPS: http://goo.gl/maps/9Da2oudnizY4p8va7

WAZE: https://waze.com/ul/hd1gcnjv3w

How to help us? Contact information

WAYS TO DONATE

• We accept donations in both CASH and DIGITAL METHODS for the maintenance, improvement, and care of our reserve. Your contribution is highly valuable.

VOLUNTEERING

• Another great source of support we deeply appreciate comes from volunteers, who contribute in various ways.

• For more information, contact us at:

Customer service: 8810-2014

Administration: 8810-2114

madreverdefundacion@gmail.com
Your help matters. Join our mission!

Gratitude

SPECIAL THANKS!
To all the people who have been part of the project in any way and to those who have visited us.
There are many of you, and we don’t want to leave anyone out:
Partners, companies, individuals, volunteers, NGOs, our board of directors, donors, visitors, collaborators, friends, and everyone who considers themselves an ally of our mission.

4.3 English translation of the document Voluntariado en Reverva Natural Madre Verde

Madre Verde Foundation: In harmony with nature

Guidelines for volunteers at the Madre Verde Natural Reserve

Rights, duties, and rules

Mission

"We are a socio-environmental organization that promotes and provides spaces for knowledge and happiness within the framework of sustainability."

Vision

"To be a leading and self-sustainable socio-environmental organization that contributes to the integral development of the community."

Core Values

Honesty, Commitment, Respect

1. **Rights**

1.1. Volunteers will have the right to enjoy the official holidays established by law in Costa Rica (Article 148, Labor Code, CR).

1.2. Volunteers will have access to a dining area for their refreshments, equipped with chairs, tables, a refrigerator, and a microwave.

2**. General Rules**

2.1. Volunteers must adhere to the schedule established by both parties, typically from 7:00 AM to 4:00 PM, from Wednesday to Sunday.

2.2. Volunteers must sign the attendance book daily, both upon arrival and departure.

2.3. The volunteer commits to keeping the facilities clean and in good condition.

2.4. The Foundation will provide the necessary tools and supplies to carry out the assigned tasks.

3. In relation to the tasks to be completed

3.1. Field Activities

3.1.1. The weekly tasks for volunteers in this work area are:

3.1.1.1. Maintenance of trails and the Reserve in general: sweeping trails, planting vegetation, pruning plants, improving water drainage systems.

3.1.1.2. Sweeping the old dairy.

3.1.1.3. Building railings and benches on trails and green areas.

3.1.1.4. Once the tools are used, they must be cleaned and returned to their respective place.

3.1.2. Other tasks that may be assigned depending on the needs that arise, such as:

3.1.2.1. Painting and placing signs.

3.1.2.2. Assisting in the organization of Foundation activities.

4. Duties

4.1. Duties of the Volunteer to the organization:

4.1.1. Be familiar with the organization's goals and objectives, programs, regulations, and work model.

4.1.2. Respect the organization and not use it for personal gain.

4.1.3. Make responsible use of the material resources provided by the organization to the volunteer.

4.1.4. Commit in a thoughtful, free, and responsible manner.

4.1.5. Fulfill the commitments made, carrying out the assigned tasks with seriousness.

4.1.6. Inform yourself, before committing, about the task and responsibilities you will take on, and consider whether you have enough time and energy.

4.1.7. Maintain an open and cooperative attitude towards the organization’s instructions.

4.1.8. Participate creatively in the organization.

4.1.9. Inform the direct supervisor about any problem or special situation that affects your work in the organization.

4.1.10. Take care of the tools provided to you for your tasks.

4.1.11. Have your own risk insurance, either collective or individual.

4.2. Duties of volunteers towards other volunteers

4.2.1. Respect the dignity and freedom of other volunteers, recognizing the value of their work.

4.2.2. Adopt an open and receptive attitude towards others.

4.2.3. Promote teamwork, fostering smooth communication and a pleasant work and coexistence environment.

4.2.4. Exchange suggestions, ideas, proposals, and experiences within a framework of mutual respect to improve the effectiveness of the work being carried out.

4.2.5. Facilitate the integration, training, and participation of all volunteers, especially newcomers, under equal conditions.

4.2.6. Refrain from actions that violate the dignity of others, such as offensive comments, sexual insinuations, invading personal space, identity theft, among others.

4.2.7. Respect the work of others and the activities being carried out.

4.2.8. Volunteers must take care of the work materials provided by the organization.

5. Prohibitions

The following are prohibited:

5.1. Using the organization's name for personal benefit.

5.2. Physically or verbally assaulting any staff member or other volunteer.

5.3. Consuming alcohol, drugs, or engaging in sexual activities within the Natural Reserve and during work hours.

5.4. Carrying firearms within the Natural Reserve and during work hours.

5.5. Reporting to work intoxicated or under the influence of drugs.

5.6. Stealing, gifting, or taking any material, supplies, or products that are part of or within the facilities.

4.4 Spanish translation of the document *University of Costa Rica's English Diagnostic Test 2022: Evidence of Validity and Reliability*

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PRUEBA DIAGNÓSTICA DE INGLÉS DEL AÑO 2022 DE LA UNIVERSIDAD DE COSTA RICA:

EVIDENCIA DE VALIDEZ Y CONFIABILIDAD

Resumen: El examen de diagnóstico de inglés tiene como objetivo evaluar las habilidades de comprensión lectora, para la población de primer ingreso de la Universidad de Costa Rica. En el año 2022, la prueba consistió en cuatro instrumentos conformados por 55 ítems cada uno. Cada instrumento fue elaborado con base en una lectura académica, las cuales debían responder al criterio de B2+ o C1 según el Marco Común Europeo de Referencia para las Lenguas. Este artículo explora evidencias de validez y fiabilidad correspondiente a la evaluación virtual de 1732 estudiantes de nuevo ingreso en marzo de 2022, mediante la plataforma del Programa de Evaluación en Lenguas Extranjeras (PELEx). Los resultados de este estudio demostraron la unidimensionalidad de los cuatro instrumentos. Los coeficientes de Cronbach de estos cuatro instrumentos se encontraron en el intervalo de 0,79 y 0,84. Las evidencias recolectadas en este estudio apoyan el trabajo de la Escuela de Lenguas Modernas, en el desarrollo de instrumentos válidos y fiables para el examen de diagnóstico de inglés,

como parte de las necesidades actuales de los estudiantes de nuevo ingreso, en los programas de grado de la Universidad de Costa Rica.

Palabras clave: comprensión lectora, evaluación, validez, confiabilidad

Introducción

Las pruebas de idiomas deben basarse en los principios de igualdad y justicia social, especialmente en el caso de aquellas evaluaciones que tienen consecuencias directas y significativas para los participantes. Las pruebas decisivas de dominio del idioma requieren el uso de técnicas estadísticas para recopilar evidencia de validez interna y confiabilidad. Esta evidencia puede asegurar a los participantes, investigadores, diseñadores de pruebas y partes interesadas que los instrumentos son válidos y confiables para medir una o más habilidades lingüísticas. El análisis de las pruebas para validación y confiabilidad guía la toma de decisiones de los diseñadores de pruebas, pero también brinda la confiabilidad de los instrumentos.

El término constructo se utiliza para referirse a un concepto general, habilidad, característica o rasgo latente que sirve como base y motivo de medición. En este caso, el Test de Diagnóstico de Inglés tiene como objetivo medir el constructo de la habilidad de comprensión lectora en inglés como segunda lengua. El Programa de Evaluación en Lenguas Extranjeras (2022) define la comprensión lectora como:

“El uso de una variedad de estrategias de lectura que les permita a los usuarios participar de manera activa y lógica en la construcción del material de lectura, y, al mismo tiempo, comprender y analizar dichos textos adoptando una postura subjetiva que tome en cuenta la perspectiva del autor”. (p. 1)

La validez es el proceso de garantizar que un instrumento realmente mida el rasgo latente, definido como parte del constructo. Martínez, Hernández y Hernández (2014) mencionan diferentes divisiones para la validación, aunque estas pueden resumirse en la validación del constructo. Este documento se enfoca en mostrar evidencia de validez interna del constructo a través de la aplicación de análisis factoriales (AF). Estas técnicas proporcionan evidencia sobre la estructura interna de una prueba.

Martínez, et al. (2014) explican la principal diferencia entre ambos métodos. El análisis factorial exploratorio (AFE) no asume un número previo ni relaciones entre los factores. Los errores factoriales son independientes, y su objetivo principal es encontrar una estructura de dimensiones o constructos latentes dentro de los enunciados. Al contrario, el Análisis Factorial Confirmatorio (AFC) pone a prueba la hipótesis de una estructura previa en forma de un modelo. Este permite establecer correlaciones entre los errores factoriales. Los Análisis Factoriales generan información sobre la dimensionalidad de una prueba. En este caso, cada instrumento se basa en la premisa de una única dimensión de medición: las habilidades de comprensión lectora.

Otro aspecto clave de un instrumento es la consistencia de su medición. La fiabilidad implica que los instrumentos utilizados son consistentes al reproducir sus intentos de medir el rasgo latente (ALTE, 2011; Mair, 2018). Una evidencia sólida de consistencia interna respalda niveles más altos de fiabilidad. Algunas medidas de consistencia interna son el alfa de Cronbach (1951) y el método de división por mitades de Spearman-Brown (1910). Ambos métodos estiman la consistencia interna de cualquier instrumento. Idealmente, las pruebas de gran importancia deberían demostrar altos estándares de validez y fiabilidad.

Las pruebas decisivas requieren un examen detallado de la evidencia de validación y fiabilidad. Algunos investigadores han utilizado la teoría clásica de los tests (Araya, 2021; Green, 2019) y los enfoques de la teoría de respuesta al ítem (Cerdas-Núñez y Montero-Rojas, 2017; Solórzano-Salas y Montero-Rojas, 2011; Zamora-Araya, 2015) para analizar las propiedades psicométricas de instrumentos decisivos en Costa Rica. Este artículo aborda únicamente la teoría clásica de los tests para presentar evidencia de validez y fiabilidad en cuatro instrumentos para medir las habilidades de comprensión lectora. Este estudio explora el proceso de validez y fiabilidad del test diagnóstico (EDI), aplicado en 2022 a estudiantes de primer año de la Universidad de Costa Rica.

Fundamentos teóricos

La comprensión lectora en diferentes textos es una de las habilidades macro incluidas en los procesos de enseñanza y aprendizaje de una lengua extranjera. Esta habilidad es una de las más importantes a nivel universitario, ya que facilita la comprensión de la bibliografía más actualizada a la que los estudiantes tienen acceso en el sistema de educación superior. Además de textos generales, se espera que los estudiantes lean materiales especializados en áreas como las artes, las ciencias sociales, la economía, la medicina, entre otras.

Dado este escenario, se puede inferir que, si los estudiantes tienen dificultades para comprender un texto en una segunda lengua, su formación académica se vería afectada, lo cual resulta perjudicial para su rendimiento. Según Brizuela, Pérez y Rojas (2020), los textos preuniversitarios presentan características discursivas diferentes a los textos universitarios: en estos últimos, el uso de léxico técnico, gramática compleja, la variedad de superestructuras y las exigencias en la interacción de los contenidos requieren un mayor desarrollo de las habilidades de comprensión lectora. Por lo tanto, las estrategias para comprender mejor los textos deben enseñarse en los cursos de lengua inglesa, particularmente, al desarrollar dichas habilidades. Los autores mencionados también afirman que el propósito de la educación universitaria es el desarrollo individual, social y profesional de los estudiantes; en consecuencia, la importancia de la lectura no se limita al ámbito académico.

En el contexto actual, caracterizado por la abundancia de información, que exige una mayor capacidad de análisis por parte del lector para identificar su relevancia, veracidad y otros aspectos, la habilidad de comprensión lectora adquiere una mayor importancia para garantizar la calidad del trabajo de los estudiantes en la universidad y, por ende, cuando ingresan al mercado laboral.

A nivel de la Universidad de Costa Rica, la Escuela de Lenguas Modernas ofrece el curso LM-1030 Estrategias de Lectura en Inglés I. Este curso está diseñado dentro de un marco esquemático y transaccional, con el objetivo de ayudar a los estudiantes a utilizar una variedad de estrategias de lectura que les permitan participar en la construcción activa y lógica de textos escritos en inglés. Al finalizar el curso, los estudiantes serán capaces de interactuar activamente con textos de diverso contenido y patrones retóricos, aplicando las habilidades de lectura adecuadas para comprender, analizar el contenido de los textos en inglés y adoptar una postura frente a la perspectiva del autor.

Los estudiantes que se inscriben y aprueban el curso LM-1030, según los objetivos de este, son capaces de aplicar esquemas culturales y formales para identificar el género del texto; hacer predicciones sobre su contenido y verificarlas; inferir palabras desconocidas a partir del contexto; reconocer cuándo y cómo utilizar el diccionario; identificar patrones retóricos; puntuar ideas principales; reconocer detalles o ideas secundarias; y responder de manera crítica a un texto, evaluando la perspectiva del autor, haciendo inferencias a partir de información explícita o implícita, identificando hechos y opiniones, diferenciando ideas (principales y secundarias) y adoptando una postura crítica frente a lo leído.

Es importante mencionar que no existe tanta investigación sobre el uso de estrategias de lectura y comprensión lectora a nivel de educación superior como la que hay para otras poblaciones, como la infantil (Landi, 2010). Esta situación ha contribuido a que actualmente existan más pruebas para medir habilidades básicas (reconocimiento de palabras, velocidad de lectura, percepción fonológica, etc.) que aquellas disponibles para medir procesos cognitivos de mayor nivel asociados con la comprensión de textos académicos complejos (Brizuela, Pérez y Rojas, 2020).

Estos autores también realizaron un estudio en el que mencionan que, en el entorno de habla hispana, existen aproximadamente cuarenta instrumentos orientados a la medición de la comprensión lectora para diferentes edades, con formatos de respuesta de todo tipo y diseñados con fines educativos, clínicos, de selección, entre otros. Asimismo, existen diversas técnicas que se han utilizado para medir la comprensión lectora, como la evocación o recuerdo libre, preguntas de sondeo, preguntas de respuesta abierta y cuestionarios de respuesta seleccionada (Pérez, 2005). La prueba de comprensión lectora desarrollada por la Dra. Violeta Tapia en 1977 (López, 2010) merece una mención especial, ya que es una de las pocas diseñadas específicamente para la población universitaria. Esta prueba mide las siguientes habilidades: identificación de información sobre hechos específicos, definición del significado de palabras, identificación de la idea central del texto, interpretación de hechos, inferencia sobre el autor, inferencia sobre el contenido del fragmento y etiquetado (López, 2010). Otra prueba que merece destacarse es CompLec, desarrollada por Llorens et al. (2011), cuyo público objetivo son los adolescentes.

En el mundo no hispanohablante, existe una amplia variedad de pruebas estandarizadas de comprensión lectora, como el TOEFL o una de las subpruebas del SAT (prueba de admisión universitaria). También hay otras pruebas de aplicación más restringida, como el Nelson Denny Reading Test o el Woodcock-Johnson III Diagnostic Reading Battery (que también cuenta con una versión en español, el Woodcock-Muñoz). Además, existen pruebas educativas que incluyen un componente de comprensión lectora y están diseñadas para evaluar esta habilidad en relación con las competencias adquiridas a través de la educación formal, como el Progress in International Reading Literacy Study (PIRLS por sus siglas en inglés), Programme for International Student Assessment (PISA por sus siglas en inglés), Programme for the International Assessment of Adult Competencies (PIAAC por sus siglas en inglés), European Language Proficiency Study (EECL por sus siglas en inglés), National

Educational Panel Study (NEPS por sus siglas en inglés), entre otros. El trabajo de Reyes, Castillo, Zúñiga y Llarena (2009) ofrece una descripción detallada de este tipo de pruebas. Dada la falta de pruebas de comprensión lectora en español específicamente orientadas a estudiantes universitarios, es necesario desarrollar un instrumento que permita identificar las posibles debilidades de los estudiantes de primer ingreso en la educación superior. Además de la falta de pruebas orientadas a estudiantes universitarios, es importante agregar que la mayoría de ellas han sido diseñadas sin un modelo de medición subyacente, por lo que el siguiente estudio presenta algunos resultados iniciales de la validación de una prueba estandarizada para estudiantes de primer ingreso a la educación superior.

La complejidad de la comprensión lectora es evidente en los diversos modelos teóricos que describen los procesos cognitivos y lingüísticos que la fundamentan. Algunos modelos enfatizan las representaciones mentales que los lectores construyen como resultado de la comprensión de palabras, oraciones y sus respectivas relaciones dentro de un texto. Otros modelos se centran en la adquisición de las habilidades necesarias para comprender un texto. A pesar de que los modelos se especializan en diferentes aspectos de la comprensión lectora, comparten la noción de que esta implica la construcción de una representación mental coherente en la memoria del lector (Kintsch, 2013; Kendeou, van den Broek, Helder, y Karlsson, 2014). En otras palabras, en la comprensión lectora, debe construirse una representación coherente en la memoria, basada en inferencias sobre las relaciones entre los elementos internos del texto, así como entre estos y el conocimiento que el lector tiene sobre el tema; todo esto debe ejecutarse bajo las limitaciones impuestas por la capacidad de la memoria de trabajo del lector y los recursos atencionales, de acuerdo con los estándares de coherencia del lector (Van den Broek, 2012).

Para una perspectiva diacrónica de los modelos existentes de comprensión lectora, se puede consultar el trabajo de Alexander y Fox (2013). Desde un enfoque sincrónico, el texto de

McNamara y Magliano (2009) ofrece una visión general de los modelos más importantes respecto al estudio de este constructo. Finalmente, es imprescindible consultar el texto editado por Alvermann, Unrau y Ruddell (2013), en el cual se exponen de manera extensa los aspectos psicológicos, educativos y sociales que componen la investigación y la enseñanza de la lectura. Actualmente, los modelos interactivos, en los cuales la comprensión es el producto de procesos ascendentes (*bottom-up*) y descendentes (*top-down*), se consideran los mejores para comprender las diferencias individuales en la comprensión lectora (Leighton y Gierl, 2011).

El modelo utilizado para la comprensión lectora en la aplicación de la prueba en este proyecto se basa en los contenidos del curso LM-1030 Estrategias de Lectura en Inglés I. Este modelo es más interactivo que el tradicional y otorga gran importancia al papel que desempeñan los conocimientos y experiencias previas en la comprensión del texto. Este concepto fue introducido por el psicólogo francés Bartlett en 1932 y se conoce como esquema (Murillo, 2008). En otras palabras, los lectores utilizan sus experiencias y conocimientos para tener un concepto e ideas más claras sobre lo que se está analizando. Barlett, citado en Sánchez (2002), sostiene que las personas pueden leer o escuchar la misma historia de manera distinta. Considera que estas diferencias están influenciadas por el tiempo, es decir, cuanto más tiempo haya pasado desde que ocurrió un incidente (y mayor sea la experiencia de los lectores), más elaboraciones se le dan a la lectura.

De esta afirmación, se podría concluir que los lectores de una segunda lengua comprenderán un texto si poseen los esquemas formales y culturales adecuados que se reflejan en él, o si estos lectores tienen la capacidad de adaptar la nueva información a los esquemas que ya poseen.

Sin embargo, Anderson (1999) sostiene que leer en una segunda lengua también constituye un problema relacionado con el idioma. Esta situación se agrava en los lectores con un bajo nivel en su lengua materna. Para Rosenblatt (1996), nuestro cerebro es un procesador natural de textos, lo que va más allá del material impreso: comprende el mundo que nos rodea. De este proceso, la lectura se convierte en un acto natural.

El lector debe contar con un constructo que le permita entender, desde el reconocimiento de palabras hasta la construcción de vocabulario y las pistas contextuales, hasta la construcción del significado. La construcción del significado debe partir de lo que Makuc (2008) propone, basado en Krashen (1989); un texto que exige un L + 1 (concepto que sugiere que el contenido lingüístico presentado a los estudiantes debe estar ligeramente por encima de su nivel actual para promover el aprendizaje de una nueva lengua), lo que conlleva un mayor esfuerzo cognitivo por parte del lector.

Los lectores pueden utilizar una de las muchas estrategias desarrolladas para la comprensión lectora, que tiene como objetivo identificar los patrones retóricos dentro del texto. Para Anderson (1999), los patrones retóricos en el discurso escrito representan la reflexión superficial de las operaciones cognitivas que se desarrollan en la mente de un individuo como parte de su teoría del mundo.

La teoría de la transacción estética de L. M. Rosenblatt (1997) se centra en la respuesta del lector más que en lo que ocurre a nivel cognitivo. Rosenblatt plantea que la respuesta es un evento, el producto de un encuentro entre dos partes. El lector es el elemento más importante; es el componente esencial de este evento, ya que su experiencia con el texto se convierte en un acto único en el tiempo y el espacio.

Sánchez Salazar (2002) afirma que los beneficios del enfoque centrado en la respuesta del lector para la enseñanza de la lectura han sido demostrados repetidamente a través de investigaciones empíricas. Además, sostiene que un lector principiante, al experimentar una interacción significativa con el texto, desarrollará habilidades analíticas que contribuirán a un pensamiento más crítico y maduro. La autora concluye que la lectura enfocada dentro de un marco transaccional tiene un efecto directo en las composiciones escritas de los niños en edad escolar desde las etapas iniciales. La respuesta estética se refleja no solo en la madurez de las ideas, sino también en su estructuración.

En cuanto a la comprensión lectora, se puede señalar que, en el ámbito de la evaluación, se trata de un constructo multifacético y las pruebas siempre constituyen una muestra limitada de todos los posibles elementos que podrían medir dicho constructo. Ninguna prueba de comprensión lectora por sí sola permitirá medir la comprensión lectora en su totalidad, sino solo aspectos parciales de la misma (Van den Broek, 2012).

Los cambios en las técnicas utilizadas para la medición de constructos relacionados con el lenguaje han sido influenciados por las contribuciones de la psico- y sociolingüística, el análisis del discurso y la investigación sobre la enseñanza y adquisición de lenguas extranjeras, entre otras. A lo largo de los años, la medición de las habilidades relacionadas con la comprensión y producción del lenguaje ha abarcado desde las estrategias más "indirectas" (es decir, preguntas de selección o de completar textos incompletos) hasta las más "directas" (es decir, situaciones realistas de uso y comprensión del lenguaje), lo que ha enriquecido el campo de la medición del lenguaje con una amplia variedad de tipos de indicadores diseñados en función de objetivos y enfoques teóricos que, en ocasiones, son incompatibles (Bachman, 2007) y, a menudo, no explícitos (Leslie y Caldwell, 2009; Perfetti y Adlof, 2012). Del mismo modo, en el desarrollo de estos instrumentos, la comprensión lectora ha sido conceptualizada como procesamiento de información, como activación o como una habilidad (Svetina, Gorin, y Tatsuoka, 2011).

Se han utilizado pruebas en varios países para medir lo que, desde diversos enfoques teóricos, se considera importante para que un lector desarrolle al enfrentarse a un texto (Reyes et al., 2009). De manera similar, como se evidencia en uno de los primeros estudios sobre pruebas de comprensión lectora (Davis, 1944), desde esa época ya existía interés en determinar qué habilidades eran necesarias para responder a las preguntas típicas de este tipo de instrumentos de medición.

Es importante señalar que no todas las llamadas pruebas de "comprensión lectora" miden este constructo de la misma manera (Svetina et al., 2011), ya que cada una de ellas hace énfasis en diferentes facetas del mismo. Dado que la comprensión lectora es un constructo complejo que implica la coordinación de varios procesos cognitivos (O'Reilly, Weeks, Sabatini, Halderman, y Steinberg, 2014), existe una gran diversidad de pruebas de comprensión lectora, cada una de las cuales mide ciertos aspectos de este constructo mejor que otras (Keenan, Betjemann, y Olson, 2008). Además de la complejidad de este constructo, un conjunto de características diferencia estas numerosas pruebas, como el tiempo disponible para responderlas, la edad de la población objetivo, el formato de respuesta (selección o desarrollo), el propósito (investigación, evaluación docente, cribado o diagnóstico clínico), entre otros. Magliano, Millis, Ozuru y McNamara (2007) afirman que los procesos de decisión involucrados en responder preguntas de opción múltiple introducen procesos cognitivos irrelevantes para la capacidad de procesar textos escritos en contextos cotidianos. Este tipo de prueba incorpora en la medición habilidades que no están directamente relacionadas con la comprensión lectora (Cerdan, Vidal, Martínez, Gilabert, y Gil, 2009; Farr, Pritchard, y Smitten, 1990; Fletcher, 2006; Rupp, Ferne, y Choi, 2006; Ozuru, Rowe, O'Reilly, y McNamara, 2008). Sin embargo, cabe señalar que no existe un método infalible para medir la comprensión lectora, ya que cada uno permite medir aspectos parciales de la comprensión (Pérez, 2005), por lo que siempre será necesario elegir la técnica que mejor se ajuste a las condiciones particulares del caso (Alderson, 2000).

Es de vital importancia identificar específicamente qué procesos cognitivos mide una prueba, ya que su utilidad en un contexto determinado depende de ello. A partir de estas explicaciones, se utiliza un método más estético para evaluar la comprensión lectora en el examen diagnóstico de inglés aplicado por la Universidad de Costa Rica a los estudiantes de primer año. El objetivo no es solo enseñar a leer, sino enseñar a los estudiantes a disfrutar de la lectura y a entender que, así como cualquier lengua evoluciona, la comprensión lectora también debe ser considerada una entidad no estática.

Métodos

Esta investigación se adhiere a la filosofía positivista. Epistemológicamente, el positivismo considera que solo existe una realidad verdadera y los datos se generan mediante métodos estadísticos derivados del análisis descriptivo o inferencial (Rehman y Alharthi, 2016). Por lo tanto, la validez y la confiabilidad de los instrumentos son observables, lo que proporciona evidencia de la calidad de los instrumentos para medir constructos. Esta sección ofrece una visión de la elaboración de los instrumentos, el proceso de recopilación de datos y los métodos estadísticos utilizados para los análisis.

Instrumentos

Este estudio analiza cuatro instrumentos para evaluar la habilidad de comprensión lectora. Cada instrumento constaba de 55 enunciados. Los enunciados de cada instrumento se generaron basándose en la definición del constructo y un texto académico. Los textos se seleccionaron de acuerdo con los siguientes criterios: nivel B2+ o C1 según los niveles del Marco Común Europeo de Referencia para las Lenguas (de 1600 a 1800 palabras) (Evaluación en Lenguas Extranjeras, 2022). Los instrumentos se basaron en diferentes textos académicos, por lo que se utilizó un total de cuatro textos académicos para desarrollar los ítems de cada instrumento. Especialistas en lengua de la Escuela de Lenguas Modernas de la Universidad de Costa Rica crearon cada conjunto de 55 ítems. Luego, otro equipo de especialistas revisó los instrumentos antes de ser probados. Los instrumentos se ensamblaron en la plataforma virtual del programa de Evaluación en Lenguas Extranjeras.

Recopilación de datos

Los datos fueron recopilados durante marzo de 2022. Los instrumentos se aplicaron de manera virtual a estudiantes de primer año de la Universidad de Costa Rica, utilizando la plataforma virtual del programa de Evaluación en Lenguas Extranjeras y la plataforma Zoom. Un total de 1732 estudiantes de primer año fueron evaluados en esta prueba, asignados de manera aleatoria a los cuatro instrumentos.

En cuanto a la aplicación de la prueba, los estudiantes realizaron el registro correspondiente para las pruebas. Luego, recibieron un correo electrónico y fueron invitados a una sesión de Zoom. Durante la aplicación de la prueba, los administradores verificaron estrictamente la identidad de los estudiantes y leyeron las instrucciones de la aplicación. Se les pidió a los estudiantes mantener sus cámaras encendidas, mientras que el uso de cualquier dispositivo electrónico estaba prohibido. Los administradores mantuvieron una observación rigurosa durante la aplicación. Los estudiantes tuvieron dos horas para completar la prueba.

Análisis de Datos

Esta investigación utiliza dos técnicas estadísticas principales. Los instrumentos se analizaron por separado, ya que no existían enunciados de referencia. Para recopilar evidencia de validez interna, este estudio aplicó análisis factorial exploratorio (AEF) y confirmatorio (AFC). Para la fase exploratoria, se utilizaron correlaciones tetracóricas para las estimaciones, basadas en los resultados del estudio de Freiberg, Stover, De la Iglesia y Fernández Liporace (2013). Una estructura unidimensional se ajustó a los análisis confirmatorios.

El indicador de fiabilidad se estimó utilizando dos métodos paralelos. Por un lado, el método de división por mitades desarrollado por Spearman-Brown. En este caso, el conjunto de 50 enunciados se dividió en 10,000 particiones aleatorias para determinar el valor máximo, y el valor reportado en este estudio corresponde al segundo cuantil en la distribución de las fiabilidades estimadas de mitades partidas (Revelle, 2022). Además, se calculó el alfa de

Cronbach. Cronbach (1951) estableció una fórmula para estimar el límite inferior de la fiabilidad de una prueba. La Ecuación 1 muestra la fórmula para la estimación.

$\propto = \frac{n}{n-1}\left(1 - \frac{\sum_{i=1}^{n} V_i}{V_w}\right)$ Donde n representa el número total de ítems en la prueba, Vi es la varianza del ítem i, y Vw es la varianza de las puntuaciones totales.

Para los análisis estadísticos, los resultados de las pruebas fueron analizados utilizando R en su versión 4.1.3 (R Core Team, 2022), con los siguientes paquetes: nFactors versión 2.4.1 (Gilles y Magis, 2020) para EFA y CFA, psych versión 2.2.3 (Revelle, 2022) y ShinyItemAnalysis versión 1.4.0 (Martinkova y Drabinova, 2018) para las estimaciones de CTT.

Resultados

La Tabla 1 presenta un resumen de los resultados obtenidos por los participantes en este estudio. Las medias entre los participantes varían de 57.1 a 60.2. Todos los instrumentos muestran desviaciones estándar similares, que oscilan entre 13.1 y 14.9. Los porcentajes de aprobación van del 20.8 al 28.6, siendo la tercera forma la que presenta el porcentaje más bajo de examinados aprobados (20.8%).

Tabla 1: Estadísticas Descriptivas de los Participantes por Forma, Prueba EDI2022

Estadística	Forma			
	Conjunto 1	Conjunto 2	Conjunto 3	Conjunto 4
Número de participantes	335	809	413	175
Número de enunciados	55	55	55	55
Estadísticas de calificaciones				
Mínimo	23,6	29,1	23,6	23,6
Primer cuartil	49,1	47,3	47,3	48,2
Mediana	60,0	60,0	58,2	60,2
Media	58,9	59,8	57,1	60,2
Segundo cuartil	69,1	70,9	69,1	70,9
Máximo	90,9	92,7	85,5	94,6
Desviación estándar	13,1	14,5	13,8	14,9

Porcentaje de Aprobación				
Aprobados	22,1	28,1	20,8	28,6
Reprobados	77,9	71,6	79,2	71,4

Nota: Las calificaciones van en una escala de 0 a 100.

Fuente: Prueba Diagnóstica de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

La evidencia de los análisis exploratorio y confirmatorio respalda la unidimensionalidad. La Figura 1 muestra el número de factores a seleccionar después del análisis factorial exploratorio. El gráfico revela un factor destacado por encima de los demás, lo cual también se refleja en el factor de aceleración. Este primer factor explica el 18.52% de la varianza total, mientras que los demás factores representan menos del 5% cada uno. Se encuentran estructuras similares en los otros tres instrumentos (ver Figura A, Figura B y Figura C en los apéndices). Los resultados indican que solo se observa una dimensión relevante para la medición en cada una de las formas.

Figure 1: *Scree plot for Eigenvalues after EAF. Form I, EDI 2022*

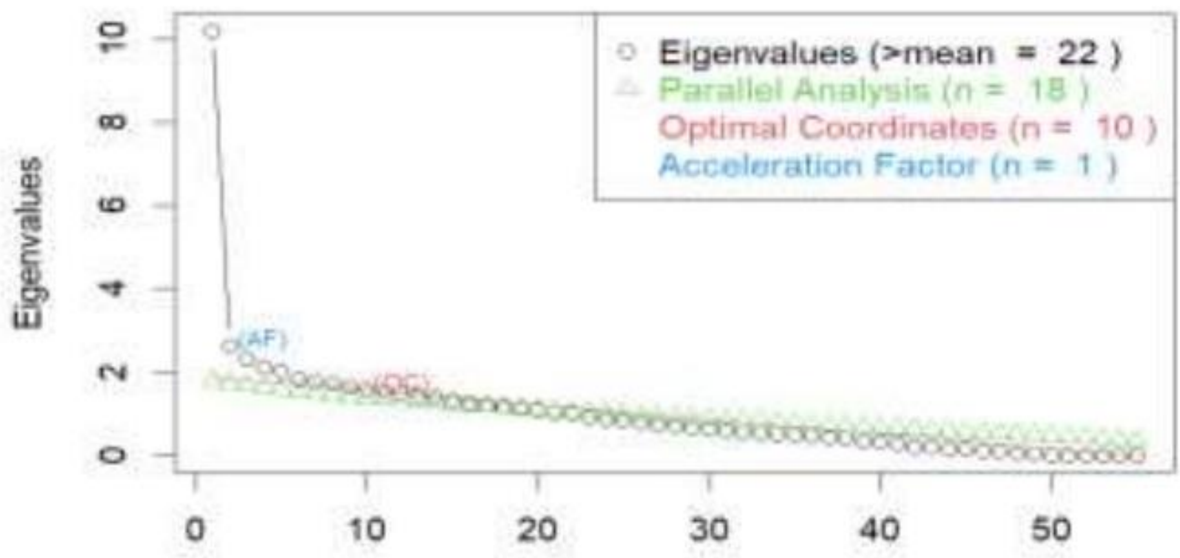


Figure 1: Gráfico de Codo para los Autovalores después de EAF. Forma 1, EDI 2022

Eigenvalues: autovalores (> media = 22)

Parallel Analysis: Análisis paralelo: (n = 18)

Optimal Coordinates: Coordenadas Óptimas (n = 10)

Acceleration Factor: Factor de Aceleración (n = 1)

Nota: Estimación mediante correlaciones tetracóricas.

Fuente: Prueba Diagnóstica de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

Los resultados del AFE, junto con los del AFC (ver Tabla A en los apéndices), muestran que cada instrumento es unidimensional. Por lo tanto, los instrumentos miden una sola dimensión, lo que facilita la interpretación de los resultados siguientes.

En cuanto a la consistencia interna, la Tabla 2 presenta los principales resultados de los dos métodos estimados para cada una de las formas. Tres de las cuatro formas muestran un alfa de Cronbach superior a 0.8, mientras que solo la primera forma tiene un alfa de 0.795. De manera similar, mediante el método de mitades partidas, todas las formas muestran una consistencia interna superior a 0.81. Estos resultados evidencian cómo la consistencia de los instrumentos utilizados en 2022 cumplió con los requisitos para pruebas de alto riesgo.

Tabla 2: Índices de Consistencia Interna por Forma, Prueba EDI 2022.

Estadística	Forma			
	I	II	III	IV
Número de participantes	335	809	413	175
Alfa de Cronbach				
Número de enunciados	55	55	55	55
Alfa inicial de Cronbach	0,795	0,836	0,814	0,845
Enunciados excluidos 1	9	3	7	4
Enunciados finales	46	52	48	51
Alfa de Cronbach	0,832	0,846	0,852	0,867
Método de Mitades				
Límite inferior	0,78	0,81	0,82	0,84
Alfa	0,812	0,837	0,846	0,870
Límite superior	0,84	0,86	0,87	0,90

Nota: 1 Enunciados excluidos basados en correlación negativa o correlación < 0.5

Fuente: Prueba Diagnóstica de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

Discusión

Este artículo explora la validez y fiabilidad de los Exámenes Diagnósticos de Inglés en la Universidad de Costa Rica en el 2022. Este estudio proporciona evidencia de la validez de constructo a través de los Análisis Factoriales Exploratorio y Confirmatorio, cuyos resultados confirmaron la unidimensionalidad del modelo. Como se menciona en Martínez, Hernández y Hernández (2014), los exámenes deben ajustarse a las especificaciones establecidas en su elaboración teórica. Las cuatro versiones del examen EDI demostraron ser unidimensionales, lo que confirma que los instrumentos miden únicamente una habilidad: la comprensión lectora.

La verificación de la unidimensionalidad de los instrumentos no solo respalda la validez del examen EDI, sino que también facilita la interpretación de su consistencia interna. Como se observó anteriormente, la mayoría de los instrumentos presentaron una alta consistencia en sus mediciones. Especialmente en pruebas de alta repercusión, los coeficientes de consistencia interna superiores a 0.8 se convierten en un requisito para garantizar la fiabilidad de la prueba (ALTE, 2011). Esto demuestra que el examen EDI es consistente para medir la comprensión lectora de los estudiantes de primer año en la Universidad de Costa Rica.

Como se observa en este artículo, la Prueba EDI se aplicó de manera virtual con el uso de cuatro instrumentos en 2022, con el objetivo de medir la comprensión de lectura. Estos cuatro instrumentos fueron elaborados a partir de cuatro lecturas académicas diferentes y, a pesar de la complejidad de medir el constructo de comprensión de lectura (Keenan, Betjemann y Olson, 2008; O'Reilly, Weeks, Sabatini, Halderman y Steinberg, 2014), demostraron su unidimensionalidad, tal como lo propuso el Programa de Evaluación en Lenguas Extranjeras

(2022) en su definición del constructo. De igual manera, los instrumentos de la prueba EDI mostraron altos niveles de consistencia interna. Esta información evidencia altos niveles de validez y fiabilidad de la prueba. El programa de evaluación de Lenguas Extranjeras continúa garantizándole a las personas que toman las pruebas el desarrollo de instrumentos objetivos y consistentes.

El examen diagnóstico de Inglés ejemplifica la oportunidad de evaluar las habilidades de comprensión lectora utilizando pruebas válidas y consistentes en entornos virtuales. En la administración de la prueba en el 2022, la prueba de EDI evaluó a 1732 estudiantes de primer año con una prueba confiable. Los resultados de esta prueba han mostrado la capacidad de evaluar la comprensión lectora de manera virtual, manteniendo la validez y confiabilidad de sus instrumentos. Futuros estudios deberían profundizar en las ventajas y desventajas de la administración de exámenes virtuales.

El Examen Diagnóstico de Inglés representa una oportunidad para que muchos estudiantes avancen en su plan de estudios. Para la Escuela de Lenguas Modernas, este examen reduce las listas de matrícula insatisfactorias para el curso LM-1030 Estrategias de Lectura en Inglés I. Esto tiene una influencia directa en la respuesta a las necesidades de los estudiantes, así como a las necesidades presupuestarias. De igual manera, el examen EDI demostró ser una prueba válida y confiable para los estudiantes de primer año para medir sus habilidades de comprensión lectora, necesarias para la siguiente etapa de la vida, que es la universidad.

Referencias bibliográficas

Apéndice

Tabla A
Índices para el Modelo Ajustado, Análisis Factorial Confirmatorio. Prueba EDI 2022.

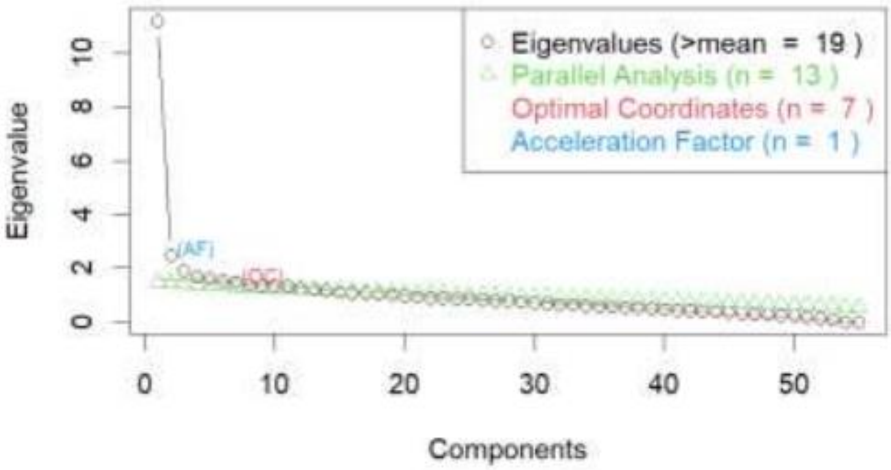
Estadística	Forma			
	I	II	III	IV
Total de observaciones	335	809	413	175
Kaiser-Meyer-Olkin (KMO)	0,75	0,88	0,81	0,70
Modelo Base				
Número de enunciados	55	55	55	55
Estadístico Chi-Cuadrado	1645,29	1989,62	1797,37	1915,68
Grados de Libertad	1377	1430	1430	1430
X^2 gl / Estadístico	1,19	1,39	1,26	1,34
Índice de Ajuste Comparativo (CFI)	0,822	0,870	0,839	0,665
Índice de Tucker-Lewis (TLI)	0,815	0,865	0,833	0,652
RMSEA	0,024	0,022	0,025	0,044
SRMR	0,051	0,036	0,046	0,071
Modelo Ajustado				
Número de enunciados	46	49	46	34
Estadístico Chi-Cuadrado	1023,37	1488,80	1052,77	696,54
Grados de Libertad	945	1127	902	594
X^2 gl / Estadístico	1,08	1,32	1,17	1,17
Índice de Ajuste Comparativo (CFI)	0,935	0,909	0,916	0,880
Índice de Tucker-Lewis (TLI)	0,932	0,905	0,912	0,873
RMSEA	0,016	0,020	0,020	0,031
SRMR	0,047	0,034	0,044	0,062

Nota. Índice KMO basado en correlaciones tetracóricas.

Fuente: Prueba de Diagnóstico de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

Figure A

Scree plot for Eigenvalues after EAF. Form II, EDI Test 2022



Note: Estimation by tetrachoric correlations.
Source: English Diagnostic Test, School of Modern Languages, University of Costa Rica.

Figura A: Gráfico de Codo para los Autovalores después de EAF. Forma II, EDI 2022

Eigenvalues: autovalores (> media = 19)

Parallel Analysis: Análisis paralelo: (n = 13)

Optimal Coordinates: Coordenadas Óptimas (n = 7)

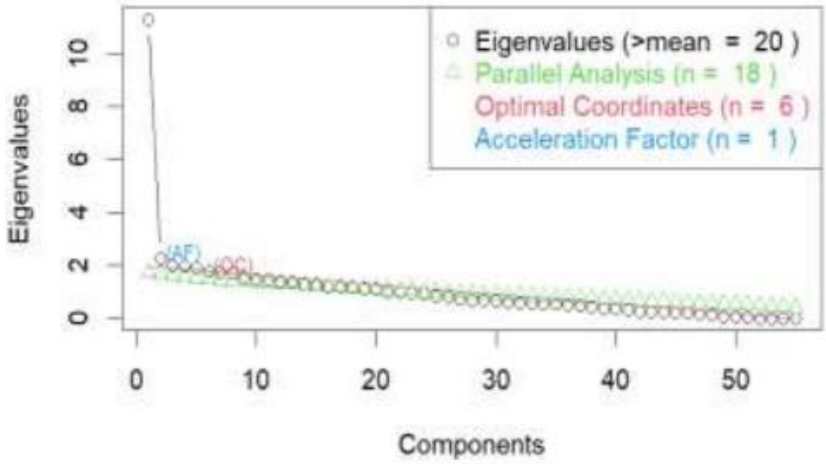
Acceleration Factor: Factor de Aceleración (n = 1)

Nota: Estimación mediante correlaciones tetracóricas.

Fuente: Prueba de Diagnóstico de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

Figure B

Scree plot for Eigenvalues after EAF. Form III, EDI Test 2022



Note: Estimation by tetrachoric correlations.

Source: English Diagnostic Test, School of Modern Languages, University of Costa Rica.

Figura B: Gráfico de Codo para los Autovalores después de EAF. Forma III, EDI 2022

Eigenvalues: autovalores (> media = 20)

Parallel Analysis: Análisis paralelo: (n = 18)

Optimal Coordinates: Coordenadas Óptimas (n = 6)

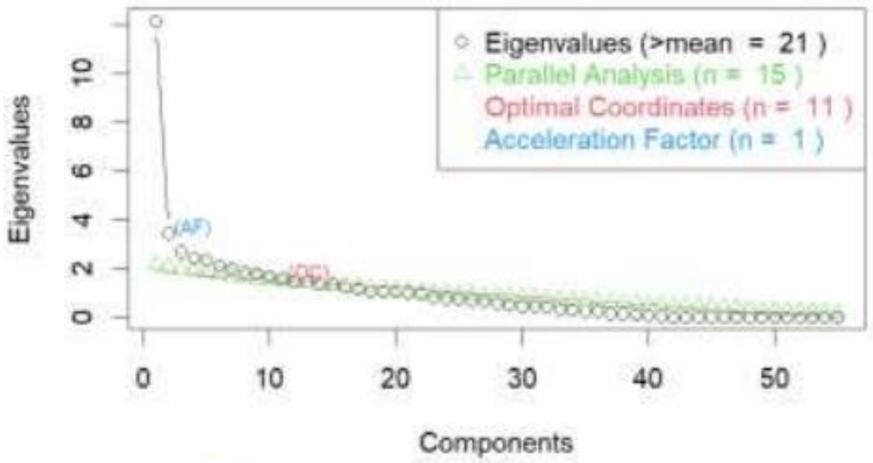
Acceleration Factor: Factor de Aceleración (n = 1)

Nota: Estimación mediante correlaciones tetracóricas.

Fuente: Prueba de Diagnóstico de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

Figure C

Scree plot for Eigenvalues after EAF. Form IV, EDI Test 2022



Note: Estimation by tetrachoric correlations.

Source: English Diagnostic Test, School of Modern Languages, University of Costa Rica.

Figura C: Gráfico de Codo para los Autovalores después de EAF. Forma IV, EDI 2022

Eigenvalues: autovalores (> media = 21)

Parallel Analysis: Análisis paralelo: (n = 15)

Optimal Coordinates: Coordenadas Óptimas (n = 11)

Acceleration Factor: Factor de Aceleración (n = 1)

Nota: Estimación mediante correlaciones tetracóricas.

Fuente: Prueba de Diagnóstico de Inglés, Escuela de Lenguas Modernas, Universidad de Costa Rica.

Notas biográficas:

Walter Araya Garita es profesor de inglés e investigador en la Universidad de Costa Rica. Posee una Maestría en la Enseñanza del Inglés como Lengua Extranjera y una Maestría en Administración, ambas de la Universidad de Costa Rica, donde se graduó con honores. También cuenta con una especialización en Planificación y Administración Educativa de la Universidad Nacional de Planificación Educativa de la India. Es director del Programa de

Evaluación de Lenguas de la UCR y secretario de la Asociación Latinoamericana de Evaluación y Pruebas de Lenguas.

José Alejandro Fallas Godínez cuenta con una Licenciatura en Estadística y una Maestría en Lingüística Aplicada con énfasis en Inglés para Fines Específicos. Está interesado en la investigación cuantitativa en el campo de la medición. Alejandro ha realizado investigaciones sobre pruebas estandarizadas de lengua para recopilar evidencia de la validez y fiabilidad de los exámenes de idiomas. Actualmente, está inscrito en un programa de doctorado en Evaluación de Lenguas en la Universidad Laval.

4.5 Spanish translation of the document *Marketing Essentials*

Fundamentos de marketing

Descripción del curso

Cinco secciones: objetivos del marketing, rol del profesional en marketing, habilidades básicas y competencias necesarias para el marketing, consideraciones de marketing para organizaciones sin fines de lucro, evaluación de conocimientos

Objetivos del marketing

Las organizaciones sin fines de lucro promocionan sus servicios y productos, pero también inspiran emociones y la sensación de contribuir a un cambio positivo.

Cuatro objetivos principales del marketing

Reputación: dar a conocer la marca y la misión de su organización sin fines de lucro.
Define la imagen de su organización.

Sensibilización: crear conciencia sobre los productos y servicios ofrecidos.
Da a conocer su labor.

Recaudación de fondos: incrementar el apoyo financiero para tu misión.
Explica cómo pueden contribuir económicamente.

Reclutamiento: influir en las personas para que se conviertan en voluntarias, miembros de la junta directiva o personal.
Da a conocer las formas de involucrarse más allá de donar.

Tipos de canales de marketing

Sin importar el propósito, el marketing se logra a través de una variedad de métodos o canales: Televisión/ Radio / Correo postal / Medios impresos / Correo electrónico / Webinars / Eventos / Redes sociales / Publicidad en línea / Optimización de motores de búsqueda.

Funciones básicas del personal

El personal de organizaciones sin fines de lucro realiza algunas de las siguientes funciones de marketing.

Haz clic/toca a cada imagen para obtener más información. Debes visitar cada apartado para continuar con el curso.

Marketing individual / Marketing de equipo

Personal general y voluntarios

Miembros de la Junta

Marketing individual / Marketing de equipo

El personal puede realizar las siguientes funciones:

Creación y gestión del plan de marketing. / Planificación y creación de contenido de marketing. / Conseguir voluntarios o contratar terceros para trabajos específicos. / Escritura / Diseño gráfico / Videografía / Supervisión de creadores de contenido / Publicación de comunicados / Informar al equipo de liderazgo sobre el proceso de marketing / Planificación de presupuestos / Algunos títulos comunes dentro de las organizaciones incluyen: / Coordinador(a), gerente, director(a) de comunicaciones / Coordinador(a), gerente, director(a) de marketing / Coordinador(a), gerente de redes sociales / Especialista en medios digitales/diseñador gráfico.

Personal general y voluntarios

El personal puede realizar las siguientes funciones:

Proporcionar propuestas de contenido sobre temas dentro de sus áreas de especialización.

Recopilar información/historias de las personas con las que trabajan que puedan incluirse en contenido de marketing.

Miembros de la Junta

Los miembros de la Junta usualmente no participan en el marketing, pero pueden hacerlo si tienen experiencia o conocimientos en esta área.

Podrían realizar las siguientes funciones:

Evaluar opciones de marketing.

Priorizar las responsabilidades de marketing y recaudación de fondos.

Asesorar en proyecto de marketing.

La evolución del personal de marketing

Reconocer que el marketing es vital para lograr la misión de una organización sin fines de lucro. Fomenta cambios en el personal de marketing.

Haz clic o toca las flechas para ver las fases usuales en la evolución del personal de marketing.

Fase 1: Personal de marketing limitado

Marketing compartido entre el director ejecutivo y el personal de programación.

El director ejecutivo y el personal pueden tener habilidades y experiencias variadas y limitadas.

Fase 2: Contratar a una persona de marketing

Hacer uso de Trabajadores independientes / Voluntarios.

Contratar a una persona altamente cualificada en marketing.

Encargado de marketing: Marketing/ Recaudación de fondos / Gestión de eventos / Coordinación de voluntarios.

Fase 3: Persona dedicada al marketing

Persona de marketing: se enfoca exclusivamente en marketing.

Personal existente y recién contratado: asumen otras responsabilidades, como la coordinación de voluntarios.

Fase 4: Expansión de la organización sin fines de lucro y del personal de marketing

La organización sin fines de lucro crece.

Persona dedicada al marketing.

Personal de marketing y pasantes.

Añadir de dos a tres personas adicionales para gestionar áreas específicas, como la creación de contenido y la gestión de canales.

Habilidades y competencias básicas requeridas para el marketing

Haz clic o toca los botones de los íconos para obtener más información sobre las habilidades y competencias requeridas. Debes ver todo el contenido para continuar con el curso.

Gestión de proyectos

Diseño visual

Redacción

Pensamiento estratégico

Conocimiento de canales

Redacción

Ser capaz de escribir de manera profesional, en diferentes estilos y para diversos propósitos.

Ejemplo: comunicado de prensa. / Utilizaría un estilo directo escrito en tercera persona.

Ejemplo: solicitud de recaudación de fondos. / Utilizaría un estilo conversacional escrito en segunda persona, dirigiéndose al donante potencial como "usted".

Ejemplo: publicación en redes sociales. / Utilizaría un estilo informal con emojis y hashtags que no aparecerían en comunicados de prensa o solicitudes de recaudación de fondos.

Diseño visual

Debe ser capaz de crear contenido visual atractivo que incluya fotos, gráficos y videos.

Ejemplos:

Infografías con estadísticas sobre los programas y servicios.

Videos con el personal, voluntarios y participantes del programa hablando sobre la causa social.

Fotografías relacionadas con la causa de la organización sin fines de lucro.

Gráficos con superposiciones de texto, como citas inspiradoras.

Gestión de proyectos

Debe ser capaz de coordinar la creación y publicación de contenido de marketing a tiempo y dentro del presupuesto.

Ejemplo: boletín impreso.

Estas pueden ser algunas de las actividades a gestionar:

Coordinar la redacción de artículos.

Editar los artículos y obtener su aprobación.

Crear/ obtener gráficos o fotos de apoyo.

Diseñar boletines con un programa de diseño gráfico o contratar a alguien para hacerlo.

Buscar y trabajar con una imprenta.

Preparar el boletín para su envío.

Pensamiento estratégico

Debe estar preparado para responder a preguntas estratégicas como:

¿Quién es el público meta?

¿Cuál es nuestro mensaje y llamado a la acción?

¿Cómo entregamos ese mensaje a nuestro público meta?

¿Cómo utilizamos un equipo de marketing pequeño y fondos disponibles para lograr el mayor impacto?

¿Cómo elegimos qué canales de marketing apoyarán mejor a nuestra organización sin fines de lucro?

Conocimiento de canales

Debe entender los diferentes canales de marketing y cómo utilizarlos de la mejor manera.

Debe mantenerse al tanto de los requisitos y procesos que cambian con frecuencia en las redes sociales, especialmente en Google y Facebook.

Intente seguir a expertos en marketing en redes sociales y leer blogs para mantenerte informado.

Consideraciones de marketing para organizaciones sin fines de lucro

El sector de las organizaciones sin fines de lucro tiene su propio conjunto de consideraciones de marketing. Haz clic o toca los botones de ver para obtener más información.

Aceptar el concepto de marketing

Crear el mensaje de tu organización sin fines de lucro

Establecer un presupuesto adecuado

Lograr el éxito con un personal limitado

Aceptar el concepto de marketing

Las organizaciones sin fines de lucro solían evitar el término marketing porque este implica ventas.

Ahora, el marketing se acepta como una herramienta poderosa para contactar y establecer relaciones con personas con las que otras organizaciones sin fines de lucro, empresas, gobiernos y entidades también están tratando de conectar.

Crear el mensaje de tu organización sin fines de lucro

Tratar de conectar con todas las personas utilizando mensajes de marketing genéricos atrae a muy pocas personas.

En cambio, dirígete a un público específico con un lenguaje bien elaborado y llamado a la acción.

Establecer un presupuesto adecuado

Casi el 50% de las organizaciones sin fines de lucro no tienen un presupuesto de marketing definido.

A menudo recurren a canales de marketing de bajo costo o gratuitos para compensar la falta de presupuesto.

Contar con más presupuesto permite:

Utilizar canales de pago

Contratar asistencia profesional

Contratar personal de marketing remunerado

Incluye el marketing como un rubro en el presupuesto de tu organización sin fines de lucro.

Lograr el éxito con un personal limitado

Las organizaciones sin fines de lucro pequeñas tienen presupuestos modestos y prioridades que compiten entre ellas, por lo que a menudo dependen de personal limitado con experiencia mínima en marketing.

Es raro que una persona recién contratada y experimentada tenga un plan de marketing y presupuesto completos.

Haz clic en el botón para examinar consejos sobre cómo tener éxito con un personal limitado.

Considera estos 6 consejos para tener éxito con un equipo de marketing limitado:

1- Sé selectivo

Selecciona solo pocas tareas de mercadeo para realizar.

Prioriza los canales de mercadeo más eficaces.

Simplifica tu mensaje a un solo aspecto del programa.

2- Mantente actualizado.

Consulta blogs, pódcasts, libros y videos de expertos en marketing para organizaciones sin fines de lucro para obtener consejos, prácticas eficaces e información adicional.

3- Organízate

Coloca el contenido importante y utilizado con frecuencia en carpetas etiquetadas y fácilmente accesibles.

4- Prueba utilizar plantillas

Considera crear o usar plantillas para anuncios, publicaciones en blogs y demás para ahorrar tiempo.

5- Delegar tareas

Pide a los voluntarios, miembros de la Junta y otros miembros del personal que realicen ciertas tareas. Proporciona instrucciones claras y específicas y supervisa su trabajo.

6- Contrata personal

El trabajo especializado, como el diseño gráfico y la producción de video, puede ser realizado de mejor manera por un profesional. Invertir un poco de dinero puede ahorrar tiempo y brindar mejores resultados.

Resumen del curso

El marketing implica construir vínculos con tu audiencia meta mediante mensajes atractivos transmitidos a través de sus métodos de comunicación preferidos.

Las organizaciones sin fines de lucro deben desarrollar un plan de marketing y asignar fondos suficientes cuando sea necesario.

El personal de marketing debe tener las habilidades y competencias necesarias para ser eficientes.

Recaudación de fondos y propuestas de subvenciones.

Fuentes clave de recaudación de fondos.

Haz clic o toca los íconos de las monedas para aprender más sobre cada una de las nueve fuentes de financiamiento.

Principales donantes/ donantes individuales

Campaña anual

Donaciones planificadas

Instituciones- fundaciones

Ventas o tarifa por servicio

Entidades gubernamentales

De persona a persona

Eventos especiales

Campaña de recaudación de capital

Recaudación de fondos y propuestas de subvenciones.

Fondos restringidos y fondos no restringidos.

La financiación de los donantes puede ser fondos restringidos o fondos no restringidos.

Fondos restringidos.

Utilizados para fines específicos definidos por el donante.

Documentar las restricciones por escrito para fines legales.

El dinero de las subvenciones y las herencias usualmente están restringidos.

Menor flexibilidad de uso.

Fondos no restringidos.

Utilizado para cualquier propósito legal que el organismo sin fines de lucro elija.

Mayor flexibilidad de uso.

Componentes de un plan de recaudación de fondos:

La recaudación de fondos efectiva requiere un plan que sirva como un itinerario para lograr con éxito tu objetivo de financiamiento.

Haz clic/toca los botones de íconos para obtener más información y ver el progreso de tu objetivo en el indicador de abajo.

Metas

Base de financiamiento

Actividades de recaudación de fondos

Costos

Software de recaudación de uso

¿Qué debemos hacer?

Identificar - Cultivar - Gestionar

Proporcionar liderazgo y apoyo

Educar

Inspirar

La esencia de recaudar fondos

Recaudación de fondos y propuestas de subvenciones.

¿Cuáles son los roles de una Junta Directiva y de los voluntarios?

Haz clic/toca los botones para obtener más información sobre estos roles.

Donantes y modelos a seguir

Identificadores

Motivadores

Solicitantes de donaciones

Gestores

Uso de redes sociales

Twitter, Facebook, Instagram y otras plataformas les permiten a los miembros de la junta, voluntarios y el personal, compartir:

Imágenes / Videos / Noticias / Historias personales / Organizar campañas de donación

Los donantes también pueden compartir y contribuir con sus comentarios.

Donaciones en línea de forma sencilla

La página de donaciones en línea debe ser fácil de usar y navegar y debe ser accesible desde teléfonos inteligentes y tabletas.

Se sugiere incluir

Razón convincente para donar

Montos de donación sugeridos

Opciones de pagos

Uso de videos

60% de las personas prefieren ver un video que leer una publicación

51% de los especialistas en mercadeo dicen que los videos dan el mayor retorno de inversión

El 95% del mensaje se retiene cuando se ve en video, mientras que solo el 10% cuando se lee.

Involucra a los donantes creando videos cortos utilizando un teléfono inteligente o cámaras portátiles. Consulta en internet para obtener consejos sobre producción de video.

Programas de donación recurrente

Establece programas de donación mensual para asegurar una contribución constante y sostenible.

Las personas que donan a través de deducciones de nómina o tarjetas de débito/crédito generalmente donan un 20% más y durante un promedio de 7 años.

Enfocarse en el impacto

Medir y exponer el impacto es crucial para construir relaciones significativas con los donantes.

Ayuda a los donantes a entender el impacto de sus donaciones.

Mensaje de bajo impacto.

Ayudamos a encontrar hogares para mascotas abandonadas.

Mensaje de alto impacto.

Hemos ayudado a mejorar significativamente la vida de perros y gatos abandonados de dos maneras tangibles. Primero, hemos esterilizado o castrado a más de 200 perros y gatos, lo que reduce tanto los problemas de salud potenciales como la cantidad de animales sin hogar en el futuro. Además, hemos encontrado hogares para más de 500 animales, reduciendo así el número de animales sacrificados en un 80%.

Personalización

Comunícate con los donantes de manera personal. Conoce sus preferencias a través de encuestas o preguntándoles directamente.

Utiliza su método de comunicación preferido. (Teléfono – correo electrónico – mensaje de texto)

Menciona su participación previa. (eventos y comités a los que ha asistido)

Envía información relevante a sus donaciones y antecedentes. (Si un donante apoya tu programa de cuidado infantil, envía información sobre cómo el programa apoya a los beneficiarios.)

¿Desean reconocimiento o no? ¿Qué tipo? (certificado, placa, listado)

¿Cómo desean ser identificados? (Sr., Sra., o solo por su nombre)

¿Prefieren ciertos aspectos del programa sobre otros?

Introducción al ciclo de desarrollo de recaudación de fondos.

Identificación de potenciales donantes

Cultivo de relaciones

Solicitud de fondos

Gestión de fondos

Chequeo de conocimientos

Indica si cada afirmación es verdadera o falsa seleccionando el botón correspondiente.

Verdadero o falso

El cincuenta por ciento de una Junta Directiva debería estar donando a la organización sin fines de lucro.

Los solicitantes de donaciones deben ser miembros de la Junta o voluntarios.

La Junta Directiva no ayuda a crear los objetivos de recaudación de fondos de una organización sin fines de lucro.

Los donantes recordarán mejor la información presentada en un folleto o volante.

Las personas donan más a través de donaciones recurrentes en comparación con una donación única.

Decir “hemos enseñado a más de 10,000 adultos a leer” es un ejemplo de personalización.

Una campaña de capital podría usarse para obtener fondos para un nuevo edificio de oficinas.

El cultivo implica mantener las relaciones con los donantes después de recibir una donación.

Google grants

Aplica a Google grants

¿Está registrada tu organización como una entidad sin fines de lucro? 501(c)(3) con el IRS

Sí – No

¿Tiene tu organización un número de identificación del empleador?

Sí- No

¿Podría tu organización clasificarse como una de las siguientes: entidad gubernamental, hospital, organización de atención médica, escuela, institución académica o universidad?

Sí- No

¿Está el sitio web de tu organización asegurado mediante SSL?

Sí- No

Google grants

Aplicar

Mantener la subvención

Por qué es importante el contenido de calidad

Todo se trata de la experiencia del usuario

Tu organización desarrolla y lanza un sitio web para promover su misión e iniciativas.

Una persona busca un tema relacionado con el trabajo de tu organización.

Google se centra en su objetivo principal: ofrecer la mejor experiencia de usuario.

El motor de búsqueda de Google explora la web para encontrar contenido que proporcione las mejores respuestas a las consultas.

El contenido de tu organización es considerado de alta calidad y ocupa una posición destacada en los resultados de búsqueda de Google.

Google clasifica el contenido, lo indexa y destaca las mejores respuestas en cuestión de segundos.

El usuario encuentra tu listado rápidamente, identifica a tu organización como una fuente confiable, hace clic para obtener más información y, en última instancia, apoya a tu organización.

Mantener una buena calidad

7 pasos para tener un sitio web de buena calidad

El 63% del tráfico orgánico de búsqueda en Google provino de dispositivos móviles.

El 90% de las personas encuestadas dijeron que es probable que hagan clic en la primera página de resultados.

El 84% de los encuestados usan Google 3 veces al día o más.

Cumple con los estándares de calidad de sitios web de Google.

Sigue estos pasos para asegurarte de que tu sitio web ofrezca una experiencia de usuario positiva y clasifique en los resultados de búsqueda de Google: proporciona contenido de calidad, crea buenas páginas de destino y asegúrate de que el sitio cargue rápidamente.

1 Comunica claramente tu misión, objetivos y programas.

2 Asegúrate de que tu sitio tenga una conexión segura

3 Asegúrate de que tu sitio cargue rápidamente.

4 Hazlo responsivo y compatible con dispositivos móviles.

5 Haz tu sitio fácil de navegar

6 Asegúrate de que todos los enlaces funcionan

7 Haz que las páginas ocultas estén disponibles

Ofrece a los usuarios una mejor experiencia.

Google Ad grant

Mejores prácticas de diseño web para una buena experiencia de usuario

No sobrecargues tu página de inicio.

Muestra, no solo digas.

Utiliza oraciones cortas.

Intenta usar párrafos más cortos.

Haz que tu llamado a la acción sea claro y obvio.

Simplifica la navegación.

Optimiza tu diseño para dispositivos móviles.

Monitorea la velocidad de carga de tus páginas.

Realiza pruebas A/B de manera continua.

Las páginas de agradecimiento son páginas en tu sitio web a las que los usuarios son dirigidos después de completar un formulario con éxito. En su forma más simple, deben confirmar al usuario que su envío fue exitoso y agradecerles por la acción realizada (como completar una compra, hacer una donación o registrarse para un evento). También pueden usarse para invitar al usuario a realizar acciones adicionales, como suscribirse a un boletín, compartir contenido en redes sociales o descargar contenido adicional.

Las páginas de agradecimiento son útiles para rastrear envíos de formularios en tu sitio web. Dado que los usuarios solo son dirigidos a la página de éxito una vez que se ha completado una acción, se puede configurar una meta de destino en Google Analytics para rastrear cuántas visitas ha recibido la página de éxito. Esto es particularmente útil en situaciones donde no se puede usar Google Tag Manager, como si el formulario completado está dentro de un iFrame o si el formulario está en otro dominio (en este caso, el usuario necesitaría ser redirigido de nuevo a tu sitio).

4.6 Spanish translation of the document *Project Sheet Lubrizol*

Ficha de proyecto

Potencial donante	Fundación Lubrizol
Fecha de entrega	En cualquier momento
Monto máximo	30000
Cantidad solicitada	30000 Becky, Espero que esta vez cumpla con los requisitos que me mencionaste. Te recomiendo primero revisar el presupuesto. Aquí te explico algunos ajustes: - Favor tener en cuenta que este proyecto es para Ohio. En cuanto a los costos de material, no debemos incluir el pago del examen GED, ya que en Ohio cuesta 120 en total (en otros estados cuesta entre 11 y 15 por las cuatro partes). Puedes ver los precios aquí: https://ged.com/about_test/price_and_state_rules/. Por eso, dejé la línea de material solo para libros y pruebas prácticas. Para otros proyectos, esa línea está bien para el GED. - En este caso, para calcular un porcentaje perfecto, el monto para material (libros y otros) debería ser solo de $80 por estudiante. - Aunque aún no trabajo como gerente de proyectos, sugiero que incluyamos una línea para esto en el presupuesto, con detalles como los de esta línea. En el presupuesto oficial general (el que me enviaste y fue aprobado por la junta), la línea es para el “Escritor de subvenciones”, lo cual está bien en ese caso, pero para los nuevos

	proyectos deberíamos solicitar fondos para el "Gerente de proyectos". En este proyecto estamos solicitando: Un total de 20 estudiantes, con 40 horas de clases (aproximadamente 5 meses, con 2 horas por semana). 4 estudiantes para el viaje de inmersión. Por favor, recuerda adjuntar una copia impresa de tu libro en español.
Objetivo de la financiación	La misión de la Fundación Lubrizol es complementar y apoyar los intereses, valores y la visión de The Lubrizol Corporation, otorgando apoyo financiero a instituciones educativas y organizaciones benéficas en comunidades, principalmente dentro de los Estados Unidos, donde Lubrizol tiene importantes instalaciones.
Requisitos (Enlaces y notas clave)	El informe se encuentra en el sitio web. Aunque indican que no financian propósitos religiosos, han otorgado fondos a la YMCA (Young Women's Christian Association" (Asociación Cristiana de Mujeres Jóvenes)) , y es importante destacar que: "La YWCA de Greater Cleveland es una organización sin fines de lucro fundada en la fe cristiana y enriquecida por la diversidad de creencias y valores." Los requisitos están en el siguiente enlace: https://www.lubrizol.com/Sustainability/The-Lubrizol-Foundation En el siguiente enlace se encuentra disponible el informe anual de la Fundación Lubrizol, donde podrás ver a quiénes apoyan: https://drive.google.com/open?id=1797dUneqkH0kUgYxSbELqzpYY_0te3lO
Nombre del proyecto presentado por Talita Cumi.	Programa educativo de inglés en línea para el empoderamiento de mujeres jóvenes.
Líneas de acción (Inglés o grupos de apoyo)	Inglés
Beneficiarios	Todos
Cobertura	Ohio
Recepción de correo	https://drive.google.com/file/d/1Hhffd-tEdYF9vpcuRPYzSBHb--LDMQj4/view?usp=sharing

Requisitos
Becky la solicitud debe enviarse a:
Karen Lerchbacher, Oficial de Programas
Fundación Lubrizol
29400 Lakeland Blvd. Wickliffe, OH 44092-2298

karen.lerchbacher@lubrizol.com
Tel: +1 440-347-1797

Los documentos están organizados según lo indicado en la carta de presentación (resaltados en amarillo con un enlace): un total de 7 documentos.

1. CARTA DE PRESENTACIÓN: Resumen del propósito de la solicitud, firmado por el director ejecutivo de la organización o la oficina de desarrollo.

4.7 Spanish translation of the document *Why I Donate to Talita Cumi CR*

¿Por qué dono a Talita Cumi CR? Marcando la diferencia

Talita Cumi CR es una organización sin fines de lucro dedicada a brindar herramientas educativas para el empoderamiento.

Dono a Talita Cumi CR porque creo que todos merecen la oportunidad de superar la adversidad y alcanzar su máximo potencial, sin importar su origen o circunstancias.

Sección 1: Conexión personal

Dono a Talita Cumi CR porque creo en los valores que representa esta organización. Talita Cumi CR confía en el poder de la educación, y la educación es una de mis pasiones. He visto cómo sus programas educativos han ayudado a cientos de niños, jóvenes, adultos y personas mayores de todo el mundo. Cuentan con una gran variedad de recursos y oportunidades para ayudar a las personas a adquirir nuevas habilidades, superar sus desafíos y alcanzar sus metas.

Sección 2: Impacto de las donaciones

Gracias a sus donaciones, Talita Cumi CR puede otorgar becas a quienes califican. Estas becas brindan acceso a programas de aprendizaje de idiomas, tutorías y programas de intercambio cultural. Sus contribuciones también financian programas de salud mental y bienestar, grupos de apoyo en línea y talleres virtuales que ofrecen una variedad de recursos para ayudar a quienes enfrentan desafíos que afectan su vida diaria. Cada donación tiene un impacto significativo en cientos de vidas todos los días.

Sección 3: Motivando a otros

Considere hacer una donación a Talita Cumi CR, una organización comprometida con ayudar a otros a alcanzar el éxito y encontrar esperanza para un futuro mejor. Cualquier aporte, por pequeño que sea, marca la diferencia. Si no puede hacer una donación monetaria, considere ser voluntario. Hay muchas formas de transformar la vida de alguien. Puede leer los testimonios en el sitio web de Talita Cumi CR; es inspirador conocer tantas historias de éxito y sentir la alegría y gratitud de cada persona. Talita Cumi CR está cambiando la vida de cientos de personas en todo el mundo. Ayúdeles a generar un impacto positivo. ¡Hoy mismo puede marcar la diferencia en la vida de alguien!

4.8 Spanish translation of the document *Wellbeing Post-Questionnaire*

Cuestionario final

A continuación, encontrarás una lista de preguntas diseñadas para evaluar la efectividad de la capacitación que estás recibiendo. Lee cada pregunta y marca el círculo que mejor refleje tu opinión. No pienses demasiado ni analices en exceso. No hay respuestas correctas o incorrectas.

Desempeño físico:

1. ¿Cómo calificarías tu nivel de energía en general?

○ Me siento muy enérgico(a) durante el día.

○ Comienzo el día con energía, pero en algún momento me siento agotado(a).

○ Me cuesta empezar el día y mantenerme activo(a).

○ No logro funcionar bien. Apenas logro pasar el día.

2. ¿Cómo calificarías tu capacidad de concentración y enfoque?

○ Me resulta fácil completar cualquier tarea.

○ Puedo completar algunas tareas, pero otras me resultan muy difíciles.

○ Me cuesta mucho terminar cualquier tarea.

○ No puedo concentrarme en absoluto. Me distraigo con facilidad.

3. ¿Cómo calificarías tu calidad de sueño?

○ Duermo bien y sin dificultad.

○ A veces logro dormir bien, pero otras veces no.

○ Me cuesta conciliar el sueño y, cuando lo hago, me despierto constantemente.

○ La mayoría del tiempo tengo insomnio y/o pesadillas cuando logro dormir.

Bienestar mental y emocional:

4. ¿Cómo describirías tu nivel de felicidad?

○ Me siento muy feliz con mi vida.

○ A veces me siento feliz, a veces no.

○ La mayor parte del tiempo no me siento feliz.

○ No me siento feliz en absoluto.

5. ¿Con qué frecuencia te sientes insatisfecho(a) o sin esperanza?

○ Nunca

○ A veces

○ La mayor parte del tiempo

○ Todo el tiempo

6. ¿Sientes que tienes el apoyo de alguien o que hay un sistema de apoyo a tu alrededor?

○ Sí, tengo un sistema de apoyo.

○ A veces siento que estoy apoyado(a), a veces no.

○ La mayor parte del tiempo no siento apoyo.

○ Estoy solo(a).

7. ¿Te sientes seguro(a) en tu entorno?

○ Sí

○ A veces.

○ No me siento seguro(a), pero sé lo que debo hacer para protegerme.

○ No me siento seguro(a) en absoluto.

8. ¿Con qué frecuencia experimentas miedo?

○ Nunca

○ A veces

○ La mayor parte del tiempo

○ Todo el tiempo

9. ¿Con qué frecuencia sientes enojo?

○ Nunca

○ A veces

○ La mayor parte del tiempo

○ Todo el tiempo

Relaciones sociales y personales:

10. ¿Qué tan satisfecho(a) estás con tus relaciones con tus amigos?

○ Me siento muy cercano(a) a mis amigos.

○ A veces puedo contar con mis amigos, otras veces no.

○ Tengo muy pocos amigos.

○ No tengo amigos, no tengo a nadie en quien confiar.

11. ¿Qué tan satisfecho(a) estás con tus relaciones con tu familia?

○ Me siento muy cercano(a) a mi familia.

○ A veces puedo contar con mi familia, otras veces no.

○ No tengo relación con mi familia.

○ No tengo familia.

Chapter V
Data Analysis

Data analysis is a fundamental component of this research, as it enables the systematic examination of the data presented in Chapter IV through the application of instruments developed in the methodological phase. This structured approach ensures a rigorous evaluation of the collected information. By organizing, processing, and interpreting the data, the analysis facilitates a comprehensive investigation of the translated texts, allowing for the identification of patterns and the derivation of meaningful findings. These findings directly address the research questions and generate valuable insights. Furthermore, they serve as the foundation for interpreting the significance of the results, contributing to a deeper understanding of the subject under investigation. Ultimately, this chapter provides a critical interpretation of the data, highlighting key insights and their implications for the study's objectives.

5.1 Analysis and interpretation of the results

The following sections put into practice the instruments created in the methodological framework of this paper.

5.1.1 Text Analysis.

This section applies a specific instrument designed to evaluate various aspects of the text style, including its function, scale of formality, scale of generality or difficulty, and scale of emotional tone. Through the analysis of these elements, a better understanding can be gained of how translation choices impact the overall effectiveness and accuracy of the translated texts.

5.1.1.1 Text Analysis Chart of the documents translated from Spanish to English for Madre Verde Foundation

Text style	Original text	Translated text
Formality	Formal	Formal
Generality of difficulty	Neutral	Neutral
Emotional tone	Warm / Factual	Warm / Factual
Text function	Informative	Informative

Table 1: Text analysis table. Researcher's own creation

The documents translated for the Madre Verde Foundation maintain a formal tone, as they present the foundation's history along with the guidelines and regulations for visiting and volunteering. Their level of difficulty is neutral, as they use accessible vocabulary to convey factual information. The emotional tone balances warmth and objectivity, describing projects, successes, and areas for improvement while also expressing the founders' and residents' connection to the place. Additionally, the documents encourage visitors and volunteers in a welcoming manner. Finally, their primary function is informative, as they objectively outline the foundation's evolution, as well as the rules governing visits and volunteer activities.

5.1.1.2 Text Analysis Chart of the documents translated from Spanish to English for Talita Cumi

Text style	Original text	Translated text
Formality	Formal	Formal
Generality of difficulty	Neutral	Neutral
Emotional tone	Factual	Factual
Text function	Informative	Informative

Table 1: Text analysis table. Researcher's own creation

The Talita Cumi documents use a formal style to present marketing strategies for nonprofits, maintaining a neutral level of generality and a factual emotional tone. Their primary function is to inform, aiming to train individuals in this field.

5.1.1.3 Text Analysis Chart of the document translated from English to Spanish for the University of Costa Rica

Text style	Original text	Translated text
Formality	Formal	Formal
Generality of difficulty	Educated	Educated
Emotional tone	Factual	Factual
Text function	Informative	Informative

Table 1: Text analysis table. Researcher's own creation

The document translated for the University of Costa Rica employs a formal tone and an elevated level of difficulty, using more complex vocabulary. It maintains a factual emotional tone to present data that supports the research, which reinforces its informative function.

5.1.2 Color Coding

The color-coding section serves as a visual tool to analyze and categorize the different translation techniques used in the text. This will provide a clear overview of the techniques used, allowing for a deeper understanding of how the translation was approached and the effectiveness of each procedure in achieving accuracy and coherence.

Table 2

Translation technique	Color assigned
Transposition	Blue
Modulation	Baby blue
Omission	Red
Amplification	Pink
Explicitation	Purple

Literal translation	Yellow
Punctuation changes	Dark green
Compensation	Light green
Equivalence	Orange
Adaptation	Gray
Borrowing	Brown
Calque	Turquoise

Table 2: Color-coding for qualitative analysis Source. Researcher's own creation

5.1.2.1 Color Coding of the Texts Translated from Spanish to English

Paragraph 1

Para realizar este trabajo, la Fundación cuenta con una estructura organizacional que consiste en una Asamblea, una junta directiva que tienen a un representante del poder ejecutivo y a otro del poder legislativo, tres comités para temas específicos: el tema cultural, de educación ambiental y de autofinanciamiento y finalmente, un órgano administrativo que consiste en una delegación y asistencia administrativa. Únicamente los puestos administrativos perciben un reconocimiento económico por su trabajo, el resto de los miembros de la Fundación donan su tiempo e incluso aportan dinero para su funcionamiento.

To carry out this work, the organization has a corporate structure that consists of an assembly, a board of directors that includes a representative from the executive branch and another from the legislative branch, and three committees dedicated to specific topics: cultural matters, environmental education, and self-financing. Finally, there is an administrative board consisting of a delegation and administrative support. Only the administrative positions receive financial compensation for their work; the rest of the foundation's members volunteer their time and even contribute financially to its operation.

Paragraph 2

La reforestación se estableció paulatinamente entre los años 2001 y 2005, y la siembra se hizo de tres maneras diferentes, uno de ellas fue la siembra en filas, ubicando los arbolitos en espacios de 3X3 metros, mediante carriles para facilitar el manejo, abonado y deshierbe, fortaleciendo su crecimiento, debido a que los pastos eran agresivos e invasivos. Otra forma de siembra fue tres bolillo, empleados en los terrenos con pendientes siguiendo las recomendaciones profesionales, y la última manera empleada sector fue asociándolo con banano para mantener la humedad del suelo (Investigaciones y proyectos documentados de la Fundación).

Between 2001 and 2005, they gradually established reforestation, using three different planting methods. One method involved planting trees in rows, with spacing of 3x3 meters, using furrows to facilitate management, fertilization, and weeding, which helped strengthen their growth, as the grasses were aggressive and invasive. Another method was *tres bolillo*, a planting technique where three holes are dug in a triangular pattern to optimize plant spacing and root growth, used in sloped terrains following professional recommendations. The final method involved associating the trees with banana plants to maintain soil moisture (Documented research and projects of the foundation).

Paragraph 3

En el año 2012, las administradoras idearon una campaña de recolección de donaciones que llamaron "Un rojo por Madre Verde", y debido a su éxito, esta se repitió durante el 2013. Para la recolección de las donaciones se ha contado con voluntarios que participan en la recolección de fondos utilizando alcancías, mientras que muchos comercios colaboran con la autorización para colocar las alcancías en áreas de pago.

In 2012, the administrators devised a fundraising campaign called "Un rojo por Madre Verde" (one thousand colones for Madre Verde), and due to its success, it was repeated in

2013. For the collection of donations, volunteers participated by using donation boxes, while many businesses supported the initiative by allowing the placement of these boxes in payment areas.

Paragraph 4

Uno de los primeros proyectos que se planteó en el año 2001 fue la construcción de los senderos y la reforestación, la recomendación seguida fue identificar atractivos como piedras, árboles y flores llamativas, y a partir de esos elementos, comenzar a trazar los senderos. Para la reforestación, estudiantes de la UCR diseñaron el plan para toda la reserva, el cual se implementó con aportes de voluntarios e ideas propias de la Junta Administrativa de la FMV, sin ser rigurosos con las instrucciones indicadas en el plan. Para la primera etapa de 10 hectáreas, aproximadamente, se realizó un plan de acción que permitió reforestar esa área, definiendo las especies que se iban a plantar, adquiriendo semillas y estableciendo los viveros, de los cuales se encargaron los vecinos que fueron capacitados para ello (Entrevista, 2014).

One of the first projects proposed in 2001 was the construction of trails and reforestation. The recommendation was to identify features such as rocks, trees, and striking flowers, and use these elements to begin mapping out the trails. For reforestation, students from the UCR designed a plan for the entire reserve, which was implemented with contributions from volunteers and ideas from the FMV Administrative Board. Although they did not strictly follow the plan's instructions, for the initial stage of approximately 10 hectares, an action plan was developed that allowed for the reforestation of that area. This involved defining the species to be planted, acquiring seeds, and establishing nurseries, which were managed by local residents who were trained for this task (Interview, 2014).

Paragraph 5

Esta sistematización buscó generar una reflexión sobre el proceso vivido en estos catorce años de trabajo, involucrando a las personas que han trabajado en la Fundación y además a las organizaciones e instituciones que hayan participado del proceso, contribuyendo a una introspección desde cada una de las personas que han aportado a que la Fundación se encuentre como este hoy en día. Con esta visión, conformada por aportes colectivos y de procesos colaborativos, se puede mirar hacia un futuro de manera conjunta, con metas y desafíos más claros.

This systematization aimed to generate a reflection on the process experienced over these fourteen years of work, involving the people who have worked at the foundation as well as the organizations and institutions that have participated in the process. It contributes to an introspection from everyone who has helped the foundation become what it is today. This vision, shaped by collective contributions and collaborative processes, allows for a united approach to the future, with clearer goals and challenges.

Paragraph 6

El grupo permaneció pasivo hasta que se enteraron que la “montaña” iba a ser comprada por el Instituto de Desarrollo Agrario (IDA) para parcelarla y entregarla a un grupo de personas agricultoras, por lo que el 25 de abril de 1999, se juntaron veintidós vecinos quienes armaron un nuevo comité de trabajo para revivir el proyecto de compra de la finca, el cual fue avalado por la Asociación de Desarrollo Integral de La Granja (ADI), gracias a que eran asociados. Afortunadamente las inquietudes sobre la vocación de la tierra fueron a favor de “la montaña” ya que el 80% era de vocación forestal, por lo que el IDA respeto este criterio y desistió del parcelamiento de la finca (Entrevista, 2014).

The group remained inactive until they realized that the “mountain” was going to be purchased by the Institute of Rural Development of Costa Rica (IDA by Spanish acronym) to be parceled out and given to a group of farmers. On April 25, 1999, twenty-two neighbors came together to form a new working committee to revive the project to purchase the property, which was endorsed by the Integrated Development Association of La Granja (ADI by its Spanish acronym) due to their association. Fortunately, the concerns about the land's use were in favor of "the mountain", as 80% of it was designated for forest use. Therefore, the IDA respected this criterion and abandoned the plan to parcel out the property (Interview, 2014).

Paragraph 7

Durante el proceso, el grupo se asesoró con varios profesionales e instituciones, destacando el apoyo de don Emel Rodríguez que era el Director del Corredor Biológico Mesoamericano. Uno de los consejos aplicados fue la recolección de bonos dentro de la comunidad, debido a que en otras zonas del país habían funcionado, y así en octubre de 1999 inician el programa de recolección de bonos, de puerta en puerta, en todo el Cantón.

During the process, the group consulted with several professionals and institutions, with notable support from Mr. Emel Rodríguez, who was the director of the Mesoamerican Biological Corridor. One of the implemented recommendations was the collection of bonds within the community, as this had been successful in other parts of the country. Thus, in October 1999, they launched the bond collection program, going door to door, throughout the entire canton.

Paragraph 8

Otro de los proyectos que se comenzó a construir en el año 2001 fue la creación del mariposario por parte de un grupo de doce mujeres de la comunidad llamado Palmareñas Unidas por la Naturaleza, quienes se agruparon para impulsar proyectos ecoturísticos y así contribuir al ingreso familiar, siendo asesoradas por la Fundación Nacional de Clubes 4S (FUNAC – 4S), quienes aportaron su trabajo voluntario y lo establecieron con ayuda técnica y de donaciones, el fin de este club era incorporar a las mujeres de las zonas rurales al desarrollo de proyectos productivos propios, brindándoles capacitaciones y trabajo en zonas donde las fuentes de trabajo eran muy limitadas.

A group of twelve women from the community called Palmareñas Unidas por la Naturaleza (Palmareñas United by Nature) began another project in 2001, the creation of a butterfly garden. They came together to promote ecotourism projects and contribute to family income. They received the advice of the National Foundation of 4S Clubs (FUNAC – 4S), which provided volunteer work and established it with technical assistance and donations. The goal of this club was to integrate women from rural communities into the development of their own productive projects, offering them training and work in areas with very limited job opportunities.

Paragraph 9

Recuperándose las partes de potreros que poseía la antigua finca lechera, en cerca de 10 hectáreas, donde se reforestó con vegetación nativa de la zona, la primera fase se reforestó de forma espontánea, las áreas sembradas en café y plantas ornamentales se destinaron para regeneración natural y se conservaron cerca de 3 hectáreas de bosque secundario que se mantenía en la finca. Así se aplicaron las tres formas concebidas de conservación, por medio de la reforestación, regeneración natural y conservación.

Approximately 10 hectares were reforested with native vegetation of the area, recovering parts of the pastures from the former dairy farm. The first phase of reforestation occurred spontaneously. Areas previously planted with coffee and ornamental plants were set aside for natural regeneration, and about 3 hectares of secondary forest that remained on the farm were conserved. Thus, the three conceived forms of conservation—reforestation, natural regeneration, and conservation—were applied.

Paragraph 10

Para atraer y comprometer a las personas vecinas de Palmares se establecieron las misas como un acto de fe y de agradecimiento por las cosas que se han logrado en la reserva, también declararon como patrono a San Francisco de Asís, benefactor de los animales. La primera misa se realizó el 26 de octubre del 2003, y le siguieron las misas de acción de gracias en 2005, y rezos del niño. Con este tipo de actividades organizadas por el comité cultural, se comenzó a gestionar recursos económicos y plantear nuevas alternativas de sostenimiento para la Fundación, incluyéndose la venta de platos típicos donados por las personas socios.

To attract and engage the residents of Palmares, Masses were established as an act of faith and gratitude for the achievements in the reserve. Saint Francis of Assisi, the patron saint of animals, was declared the patron of the reserve. The first Mass took place on October 26, 2003, followed by thanksgiving masses in 2005 and prayers for infant Jesus. The cultural committee organized these activities, helped in managing economic resources and exploring new sustainability alternatives for the foundation, including the sale of typical dishes donated by associate members.

Paragraph 11

A lo largo de la trayectoria de la Fundación se realizaron tantas y tan variadas investigaciones y trabajos académicos, que no todas lograron ser incorporadas al quehacer, por lo que se encuentran archivadas como tesoros ocultos. Algunos de estos dieron origen a algunos proyectos que en algún momento fueron acogidos, pero actualmente forman parte de la historia de la Fundación, o se han convertido en actividades especificas. Ejemplo de esto son:

Throughout the foundation's journey, so many diverse research projects and academic works were conducted that not all of them could be incorporated into its activities, and so they remain archived like hidden treasures. Some of these studies led to projects that were adopted at some point, but they now form part of the foundation's history or have evolved into specific activities. Examples of this include:

Paragraph 12

Realizar actividades y proyectos de Educación ambiental que promuevan valores asociando los recursos ambientales y sociales que acerquen a la comunidad a la fundación, permitiendo identidad con la reserva y sus plantas, flores, animales que lo habitan. Ejemplo de esto es la asociación entre los ecosistemas que hay en cada sendero junto con los valores sociales como el cooperativismo.

Carry out environmental education activities and projects that promote values by linking environmental and social resources, bringing the community closer to the foundation. This builds a connection with the reserve and its plants, flowers, and animals. An example of this is the association between the ecosystems found along each trail and social values such as cooperativism.

Paragraph 13

En búsqueda de la sostenibilidad e involucramiento de la organizaciones locales en la reserva, se creó el proyecto del sendero cooperativista, el cual constaba de un recorrido por un sendero con 14 puntos de parada. A lo largo del cual se estudiaban conceptos claves para la comprensión de las diferentes relaciones entre los elementos bióticos y abióticos que formaban parte de los ecosistemas presentes y las relaciones entre los organismos bióticos, ya fueran que concurrían en el mismo medio para obtener los mismos alimentos o para compartir un territorio, desarrollando beneficios mutuos. El objetivo era facilitar el aprendizaje de valores cooperativos a través de la educación ambiental, con enfoque de investigación acción participativa.

In pursuit of sustainability and involvement of local organizations in the reserve, the cooperative trail project was created. This project consisted of a trail with 14 stopping points.

Along the trail, key concepts were studied to understand the different relationships between biotic and abiotic elements that make up the ecosystems present, as well as the interactions among biotic organisms, whether they competed for the same resources or shared a territory, developing mutual benefits. The goal was to facilitate learning about cooperative values through environmental education with a participatory action research approach.

Paragraph 14

Reglamento General / Restricciones

- Se prohibe el ingreso de mascotas; ya que pueden dañar la fauna y flora, los animales silvestres sufren acoso de la presencia de animales domésticos.
- No se admite el ingreso de ningún objeto que pueda crear fuego debido al riesgo que esto conlleva.
- Se solicita hacerse responsable de no dejar ningún tipo de basura.
- Se prohíbe: bebidas alcohólicas, cigarrillos y el consumo de drogas.
- Se solicita no ingresar con bicicletas, cuadraciclos, motocicletas ni ningún tipo de vehículo similar a esos.

General Regulations /Restrictions

• Pets are not allowed as they may harm the flora and fauna, and wildlife suffers disturbance from the presence of domestic animals.

• The entry of any items that could start a fire is prohibited due to the risk it poses.

• Visitors are asked to be responsible for not leaving any type of trash behind.

• The following items are prohibited: alcoholic beverages, cigarettes, and drug use.

• Visitors are asked not to enter with bicycles, ATVs, motorcycles, or any similar vehicles.

Paragraph 15

4. Deberes

4.1 Deberes del Voluntario con la organización

4.1.1 Conocer sus fines y objetivos, programas, normas de regulación y modelo de trabajo de la organización.

4.1.2Respetar la organización sin utilizarla en beneficio propio.

4.1.3. Hacer un uso responsable de los bienes materiales que la organización ponga a disposición del voluntario.

4.1.4. Comprometerse de modo meditado, libre y responsable.

4.1.5. Cumplir los compromisos adquiridos, realizando con seriedad las tareas recomendadas.

4.1.6 Informarse, antes de comprometerse, sobre la tarea y responsabilidades que se asumirían, y considerar si se dispone de tiempo y energías suficientes.

4.1.7 Actitud abierta y cooperativa hacia las indicaciones de la organización.

4.1.8 Participar de manera creativa en la organización.

4.1.9 Informar al responsable directo sobre algún problema o situación especial que presente y que le afecte de manera directa su trabajo en la organización.

4.1.10. Cuidar las herramientas que se le son brindadas para realizar su trabajo.

4. Duties

4.1. Duties of the volunteer to the organization

4.1.1. Be familiar with the organization's goals and objectives, programs, regulations, and work model.

4.1.2. Respect the organization and not use it for personal gain.

4.1.3. Make responsible use of the material resources provided by the organization to the volunteer.

4.1.4. Commit in a thoughtful, free and responsible manner.

4.1.5. Fulfill the commitments made, carrying out the assigned tasks with seriousness.

4.1.6. Inform yourself, before committing, about the task and responsibilities you will take on, and consider whether you have enough time and energy.

4.1.7. Maintain an open and cooperative attitude towards the organization's instructions.

4.1.8. Participate creatively in the organization.

4.1.9. Inform the direct supervisor about any problem or special situation that affects your work in the organization.

4.1.10. Take care of the tools provided to you for your tasks.

5.1.2.1 Color Coding of the Text translated from English to Spanish

Paragraph 1

This research adheres to the positivist philosophy. Epistemologically, positivism considers that only one reality is true, and data are generated by statistical methods derived from descriptive or inferential analysis (Rehman & Alharthi, 2016). Therefore, the validity and reliability of instruments are observable, providing evidence of quality of instruments for measuring constructs. This section provides a view of the elaboration of instruments, data collection process, and statistical methods used for the analyses.

Esta investigación se adhiere a la filosofía positivista. Epistemológicamente, el positivismo considera que solo existe una realidad verdadera, y los datos se generan mediante métodos estadísticos derivados del análisis descriptivo o inferencial (Rehman y Alharthi, 2016). Por lo tanto, la validez y la confiabilidad de los instrumentos son observables, lo que proporciona evidencia de la calidad de los instrumentos para medir constructos. Esta sección ofrece una visión de la elaboración de los instrumentos, el proceso de recopilación de datos y los métodos estadísticos utilizados para los análisis.

Paragraph 2

Martinez, et al. (2014) explain the main difference between both methods. The Exploratory Factor Analysis (EFA) does not assume a priory number or relationships among factors. Factor errors are independent, and the main purpose is to find a structure of dimensions or latent constructs, within the items. Contrarily, the Confirmatory Factor Analysis (CFA) tests the hypothesis of a priori structure in the form of a model. It allows to establish correlation between factor errors. Factor Analyses generates information of the dimensionality of a test. In this case, each instrument bases on the premise of one dimension of measurement, reading comprehension skills.

Martínez, et al. (2014) explican la principal diferencia entre ambos métodos. El Análisis Factorial Exploratorio (AFE) no asume un número previo ni relaciones entre los factores. Los errores factoriales son independientes, y su objetivo principal es encontrar una estructura de dimensiones o constructos latentes dentro de los enunciados. Por el contrario, el Análisis Factorial Confirmatorio (AFC) pone a prueba la hipótesis de una estructura previa en forma de un modelo. Este permite establecer correlaciones entre los errores factoriales. Los análisis factoriales generan información sobre la dimensionalidad de una prueba. En este caso, cada instrumento se basa en la premisa de una única dimensión de medición, las habilidades de comprensión lectora.

Paragraph 3

At the level of the University of Costa Rica, the School of Modern Languages offers the LM-1030 Reading Strategies in English I course. This course is designed within a schematic and transactional framework, aimed at helping students use a variety of reading strategies that allow them to participate in the active and logical construction of written text in English. Upon completion of the course, students will be able to actively interact with texts of diverse content and rhetorical patterns by applying appropriate reading skills to understand, analyze the content of English texts, and take a position on the author's perspective.

A nivel de la Universidad de Costa Rica, la Escuela de Lenguas Modernas ofrece el curso LM-1030 Estrategias de Lectura en Inglés I. Este curso está diseñado dentro de un marco esquemático y transaccional, con el objetivo de ayudar a los estudiantes a utilizar una variedad de estrategias de lectura que les permitan participar en la construcción activa y lógica de textos escritos en inglés. Al finalizar el curso, los estudiantes serán capaces de interactuar activamente con textos de diverso contenido y patrones retóricos, aplicando las habilidades de lectura adecuadas para comprender, analizar el contenido de los textos en inglés y adoptar una postura frente a la perspectiva del autor.

Paragraph 4

It is important to mention that there is not as much research on the use of reading strategies and reading comprehension at the higher education level as there is for another population such as children (Landi, 2010). This situation has contributed to the fact that there are currently more tests to measure low-level skills (word recognition, reading speed, phonological awareness, etc.) than those available to measure high-level cognitive processes associated with the comprehension of complex academic texts (Brizuela, Perez, & Rojas, 2020).

Es importante mencionar que no existe tanta investigación sobre el uso de estrategias de lectura y comprensión lectora a nivel de educación superior como la que hay para otras poblaciones, como la infantil (Landi, 2010). Esta situación ha contribuido a que actualmente existan más pruebas para medir habilidades básicas (reconocimiento de palabras, velocidad de lectura, percepción fonológica, etc.) que aquellas disponibles para medir procesos cognitivos de mayor nivel asociados con la comprensión de textos académicos complejos (Brizuela, Pérez y Rojas, 2020).

Paragrapgh 5

This study analyzes four instruments for diagnosing the reading compression skill. Each instrument consisted of 55 items. Items for each instrument were generated based on the construct's definition and an academic text. Texts were selected in consonance with the following criteria B2+ or C1 level according to the bands of the Common European Framework of Reference for languages (from 1600 up to 1800 words) (Evaluacion en Lenguas Extranjeras, 2022). Instruments were based on different academic texts, so a total of four academic texts were used to develop the items of each instrument. Language specialists at the School of Modern Languages, University of Costa Rica, created each set of 55 items. Then, another team of specialists reviewed the instruments before being piloted. Instruments were assembled to the virtual platform of the Evaluacion en Lenguas Extranjeras program.

Este estudio analiza cuatro instrumentos para evaluar la habilidad de comprensión lectora. Cada instrumento constaba de 55 enunciados. Los enunciados de cada instrumento se generaron basándose en la definición del constructo y un texto académico. Los textos se seleccionaron de acuerdo con los siguientes criterios: nivel B2+ o C1 según los niveles del Marco Común Europeo de Referencia para las Lenguas (de 1600 a 1800 palabras) (Evaluación en Lenguas Extranjeras, 2022). Los instrumentos se basaron en diferentes textos académicos, por lo que se utilizaron un total de cuatro textos académicos para desarrollar los enunciados de cada instrumento. Especialistas en lengua de la Escuela de Lenguas Modernas de la Universidad de Costa Rica crearon cada conjunto de 55 enunciados. Luego, otro equipo de especialistas revisó los instrumentos antes de ser probados. Los instrumentos se ensamblaron en la plataforma virtual del programa de Evaluación en Lenguas Extranjeras.

Paragraph 6

High-stake tests require a close examination of evidence for validation and reliability. Some scholars have used the Classical Tests Theory (Araya, 2021; Green, 2019) and Item Response

Theory approaches (Cerdas-Nunez & Montero-Rojas, 2017; Solorzano-Salas & Montero-Rojas, 2011; Zamora-Araya, 2015) to analyze psychometric properties of high-stake instruments in Costa Rica. This paper addresses only the Classical Tests Theory to present evidence of validity and reliability in four instruments for measuring reading comprehension skills. This study explores the validity and reliability process of the diagnostic test (EDI for its acronym in Spanish), applied in 2022 to first-year students at the University of Costa Rica.

Las pruebas decisivas requieren un examen detallado de la evidencia de validación y fiabilidad. Algunos investigadores han utilizado la teoría clásica de los tests (Araya, 2021; Green, 2019) y los enfoques de la teoría de respuesta al ítem (Cerdas-Núñez y Montero-Rojas, 2017; Solórzano-Salas y Montero-Rojas, 2011; Zamora-Araya, 2015) para analizar las propiedades psicométricas de instrumentos decisivos en Costa Rica. Este artículo aborda únicamente la teoría clásica de los tests para presentar evidencia de validez y fiabilidad en cuatro instrumentos para medir las habilidades de comprensión lectora. Este estudio explora el proceso de validez y fiabilidad del test diagnóstico (EDI), aplicado en 2022 a estudiantes de primer año de la Universidad de Costa Rica.

Paragraph 7

This research uses two main statistical techniques. Instruments were analyzed separately for anchor items did not exist. To collect evidence of internal validity, this study applied the Exploratory (EFA) and Confirmatory (CFA) Factor Analyses. For the exploratory scenario, tetrachoric correlations were used for estimations, based on results from Freiberg's, Stover, De la Iglesia, & Fernandez Liporace (2013) study. A unidimensional structure fitted the confirmatory analyses.

Esta investigación utiliza dos técnicas estadísticas principales. Los instrumentos se analizaron por separado, ya que no existían enunciados de referencia. Para recopilar evidencia de validez interna, este estudio aplicó análisis factorial exploratorio (AFE) y confirmatorio (AFC). Para la fase exploratoria, se utilizaron correlaciones tetracóricas para las estimaciones, basadas en los resultados del estudio de Freiberg, Stover, De la Iglesia y Fernández Liporace (2013). Una estructura unidimensional se ajustó a los análisis confirmatorios.

Paragraph 8

This paper has explored the evidence of validity and reliability in the English Diagnostic Tests at the University of Costa Rica in 2022. This study shows evidence of construct validity by the Exploratory and Confirmatory Factor analyses. The results of the analyses confirmed the existence of unidimensionality. As discussed in Martinez, Hernandez, & Hernandez (2014), tests must respond to the specifications established from their theoretical elaboration. The four forms of EDI test showed to be unidimensional, granting that the instruments measured only one skill, reading comprehension.

Este artículo explora la validez y fiabilidad de los Exámenes Diagnósticos de Inglés en la Universidad de Costa Rica en el 2022. Este estudio proporciona evidencia de la validez de constructo a través de los Análisis Factoriales Exploratorio y Confirmatorio, cuyos resultados confirmaron la unidimensionalidad del modelo. Como se menciona en Martínez, Hernández y Hernández (2014), los exámenes deben ajustarse a las especificaciones establecidas en su elaboración teórica. Las cuatro versiones del examen EDI demostraron ser unidimensionales, lo que confirma que los instrumentos miden únicamente una habilidad: la comprensión lectora.

Paragraph 9

The English Diagnostic Test represents an opportunity for many students to advance in the curriculum. For the School of Modern Languages, this test decreases the unsatisfactory enrollment lists for the LM-1030 Reading Strategies in English I course. This has a direct influence in response to the student needs along with the budget ones. Equally important, the

EDI test demonstrated to be a valid and reliable test for first-year learners to measure their reading comprehension skills, necessary for the ahead stage of life which is college.

El Examen Diagnóstico de Inglés representa una oportunidad para que muchos estudiantes avancen en su plan de estudios. Para la Escuela de Lenguas Modernas, este examen reduce las listas de matrícula insatisfactorias para el curso LM-1030 Estrategias de Lectura en Inglés I. Esto tiene una influencia directa en la respuesta a las necesidades de los estudiantes, así como a las necesidades presupuestarias. De igual manera, el examen EDI demostró ser una prueba válida y confiable para los estudiantes de primer año para medir sus habilidades de comprensión lectora, necesarias para la siguiente etapa de la vida, que es la universidad.

Paragraph 10

Validity is the process of assuring that an instrument genuinely measures the latent trait, defined as part of the construct. Martinez, Hernandez, & Hernandez (2014) mention different divisions for validation though they can be summarized into validation of the construct. This paper focuses on showing evidence of internal validity of the construct, throughout the application of Factor Analyses (FA). These techniques provide evidence of the internal structure of a test.

La validez es el proceso de garantizar que un instrumento realmente mida el rasgo latente, definido como parte del constructo. Martínez, Hernández y Hernández (2014) mencionan diferentes divisiones para la validación, aunque estas pueden resumirse en la validación del constructo. Este documento se enfoca en mostrar evidencia de validez interna del constructo a través de la aplicación de análisis factoriales (AF). Estas técnicas proporcionan evidencia sobre la estructura interna de una prueba.

Talita Cumi

Paragraph 11

Section 2: Impact of Donations

With your donations, Talita Cumi CR is able to give scholarships to those who qualify. These scholarships help with language learning, tutoring programs, and cultural exchange programs. Your donations also help fund mental health and well-being programs, online support groups, and online workshops that provide a variety of different programs to help enrich those that are overcoming challenges and obstacles that affect their daily lives. Your donations are making a huge impact on hundreds of lives everyday.

Sección 2: Impacto de las Donaciones

Gracias a sus donaciones, Talita Cumi CR puede otorgar becas a quienes califican. Estas becas brindan acceso a programas de aprendizaje de idiomas, tutorías y programas de intercambio cultural. Sus contribuciones también financian programas de salud mental y bienestar, grupos de apoyo en línea y talleres virtuales que ofrecen una variedad de recursos para ayudar a quienes enfrentan desafíos que afectan su vida diaria. Cada donación tiene un impacto significativo en cientos de vidas todos los días.

Paragraph 12

Section 1: Personal Connection

I donate to Talita Cumi CR because I believe in what this organization stands for. Talita Cumi CR believes in the power of education and education is a passion of mine. I have seen how their educational programs have helped hundreds of children, youth, adults, and seniors from all over the world. They have so many resources and opportunities available to help people acquire new skills, overcome their challenges, and achieve their goals.

Sección 1: Conexión Personal

Dono a Talita Cumi CR porque creo en los valores que representa esta organización. Talita Cumi CR confía en el poder de la educación, y la educación es una de mis pasiones. He visto cómo sus programas educativos han ayudado a cientos de niños, jóvenes, adultos y personas mayores de todo el mundo. Cuentan con una gran variedad de recursos y oportunidades para ayudar a las personas a adquirir nuevas habilidades, superar sus desafíos y alcanzar sus metas.

Paragraph 13

Strategic Thinking

Must be prepared to answer such strategic question as:

- Who is the target audience?
- What is our message and call-to-action?
- How do we deliver that message to our target audience?
- How can we use a small marketing staff and budget resources for the greatest impact?
- How do we choose which marketing channels will best support our nonprofit?

Pensamiento estratégico

Debe estar preparado para responder a preguntas estratégicas como:

¿Quién es el público meta?

¿Cuál es nuestro mensaje y llamado a la acción?

¿Cómo entregamos ese mensaje a nuestro público meta?

¿Cómo utilizamos un equipo de marketing pequeño y fondos disponibles para lograr el mayor impacto?

¿Cómo elegimos qué canales de marketing apoyarán mejor a nuestra organización sin fines de lucro?

Paragraph 14

Goals of Marketing

Nonprofits market their services and products, but also emotions and a sense of contributing to a positive change.

Four main goals of marketing

Reputation: Spread the word about your nonprofit's brand and mission. It tells people who you are.

Awareness: Raise awareness of services/products offered. It tells people what you do.

Fundraising: Increase funding for your mission. It tells people how they can provide financial support.

Recruitment: Influence people to become a volunteer, board member, or staff person. It tells them how to get involved beyond a donation.

Objetivos del marketing

Las organizaciones sin fines de lucro promocionan sus servicios y productos, pero también inspiran emociones y la sensación de contribuir a un cambio positivo.

Cuatro objetivos principales del marketing

Reputación: Dar a conocer la marca y la misión de su organización sin fines de lucro.

Da a conocer su organización.

Sensibilización: Crear conciencia sobre los productos y servicios ofrecidos.

Da a conocer su labor.

Recaudación de fondos: Incrementar el financiamiento para tu misión.

Explica las formas de realizar una contribución financiera.

Reclutamiento: Influir en las personas para que se conviertan en voluntarios, miembros de la junta directiva o personal.

Invita a involucrarse de otras maneras además del aporte económico.

Paragraph 15

Social and Personal Relationships:

10. How satisfied are you with your relationships with your friends?

- I feel very close to my friends.
- Sometimes I can rely on friends. Sometimes I don't.
- I have very few friends.
- I have no friends – I don't have anyone I can trust.

11. How satisfied are you with your relationships with your family?

- I feel very close to my family.
- Sometimes I can count on my family, sometimes I don't.
- I have no relationship with my family.
- I do not have a family.

Relaciones Sociales y Personales:

10. ¿Qué tan satisfecho(a) estás con tus relaciones con tus amigos?

○ Me siento muy cercano(a) a mis amigos.

○ A veces puedo contar con mis amigos, otras veces no.

○ Tengo muy pocos amigos.

○ No tengo amigos, no tengo a nadie en quien confiar.

11. ¿Qué tan satisfecho(a) estás con tus relaciones con tu familia?

○ Me siento muy cercano(a) a mi familia.

○ A veces puedo contar con mi familia, otras veces no.

○ No tengo relación con mi familia.

○ No tengo familia.

5.1.4 Occurrence rate of translation techniques in the analyzed paragraphs.

Table 3

Translation technique	Occurrence rate Spanish-English	Occurrence rate English-Spanish
Literal translation	45.60%	61.40%
Equivalence	12.69%	12.04%
Modulation	12.49%	2.92%
Transposition	10.44%	10.90%
Omission	9.91%	2.56%
Amplification	3.50%	6.62%
Punctuation changes	2.78%	1.85%
Explicitation	1.32%	0.93%
Borrowing	0.86%	0.21%
Compensation	0.40%	0.57%
Adaptation	0%	0%
Calque	0%	0%

Table 3: Quantitative analysis for translation procedures. Researcher's own creation

As shown in Table 3, literal translation is the most frequently used translation technique in both cases, followed by equivalence. Transposition occurs at a similar rate in both translations, while modulation and omission are significantly more common in Spanish-to-English translation. In contrast, compensation appears more frequently in English-to-Spanish translation. Other techniques, such as amplification, explicitation, punctuation changes, and borrowing, are used at comparable rates in both cases.

The percentages presented in this table are approximate values, providing a general overview of the occurrence of translation techniques. These figures are based on a limited sample of translated texts—15 paragraphs per source language. Additionally, the word count was conducted manually, making it susceptible to human error.

5.1.5 Glossary

5.1.4.1 Spanish to English Glossary

Table 4

Word from SL	Translation to TL	Context	Grammatical category
parcelarla	to be parceled out	El grupo permaneció pasivo hasta que se enteraron que la “montaña” iba a ser comprada por el Instituto de Desarrollo Agrario (IDA) para parcelarla y entregarla a un grupo de personas agricultoras.	Verb
personas (físicas o jurídicas)	individuals and legal entities	Las personas (físicas o jurídicas) involucradas con la Fundación, ya sea directa o indirectamente, contribuyeron en la adquisición de una propiedad de 40 hectáreas	Noun
Asamblea/ junta directiva/ poder ejecutivo / poder legislativo	Assembly / board of directors / executive branch / legislative branch	la Fundación cuenta con una estructura organizacional que consiste en una Asamblea, una junta directiva que tienen a un representante del poder ejecutivo y a otro del poder legislativo.	Noun
autosostenibilidad	self-sustainability	Finalmente el comité de autosostenibilidad es el que enfrenta el desafío de desarrollar alternativas de generación de fondos.	Noun
Asociación Cívica Palmareña (ACP)	Palmares Civic Association	Una vez organizados como Fundación comenzaron a acudir a organizaciones como la Asociación Cívica Palmareña (ACP)	Noun
Investigación Acción Participativa	action-oriented participatory research	Para el año 2002, se comenzaron a realizar actividades ambientales donde se incluía la participación de la comisión de educación ambiental, la cual se	Noun

		capacitó implementando la metodología de educación popular e Investigación Acción Participativa.	
mariposario	butterfly garden	Otro de los proyectos que se comenzó a construir en el año 2001 fue la creación del mariposario por parte de un grupo de doce mujeres de la comunidad	Noun
finca lechera	dairy farm	Recuperándose las partes de potreros que poseía la antigua finca lechera, en cerca de 10 hectáreas, donde se reforestó con vegetación nativa de la zona.	Noun
tres bolillo	*tres bolillo*, a planting technique where three holes are dug in a triangular pattern to optimize plant spacing and root growth	Otra forma de siembra fue tres bolillo, empleados en los terrenos con pendientes siguiendo las recomendaciones profesionales, y la última manera empleada sector fue asociándolo con banano para mantener la humedad del suelo	Noun
legislación ambiental	environmental legislation	Los primeros auxilio básicos, legislación ambiental y la guía de grupos por senderos son los temas en los que se han capacitado.	Noun
participación política partidista / partidos políticos	political involvement / political parties	La participación política partidista de las personas miembros de la junta administrativa, si bien puede beneficiar en algunas circunstancias los interés de la Fundación, en otras puede acarrear consecuencias indeseables, por ello se ha intentado desvincular a la Fundación de los partidos políticos.	Noun
sistema de financiamiento a largo plazo	long-term financing system	Mejorar las capacidades internas de la Fundación para establecer un sistema	Noun

		de financiamiento a largo plazo, que permita dar sostenibilidad económica a la organización.	
cooperativismo	cooperativism	Ejemplo de esto es la asociación entre los ecosistemas que hay en cada sendero junto con los valores sociales como el cooperativismo.	Noun
divulgación en los medios de comunicación	media outreach	Mejorar la divulgación en los medios de comunicación para generar más visitación a la reserva	Noun
labor contable	accounting tasks	este proyecto también contempló el fortalecimiento de capacidades del grupo de trabajo, y la compra de equipos de oficinas que vinieron a facilitar las reuniones y su respectiva documentación, así como la labor contable (se adquirió el programa Quick books), permitiéndoles mayor accesibilidad a la información y un incremento en su capacidad de reacción para utilizar la información de la Fundación.	Noun
auditorio ecológico	ecological auditorium	Construcción de un auditorio ecológico en la reserva para las actividades cultuales y ambientales, esto permitiría mayor cantidad de visitas y acercamiento de las personas del cantón hacia la reserva.	noun
agro turístico	agro-touristic	También en el 2001 fue la elaborada una propuesta arquitectónica para el desarrollo agro turístico de la reserva	Noun

bióticos / abióticos	biotic / abiotic	A lo largo del cual se estudiaban conceptos claves para la comprensión de las diferentes relaciones entre los elementos bióticos y abióticos que formaban parte de los ecosistemas presentes.	Noun
comisiones ambientales	environmental committees	Donde nace el proyecto de rescate de la Quebrada el Calabazo, el cual fue coordinado por los estudiantes de Trabajo Social y las comisiones ambientales de la Fundación.	Noun
directiva	leadership	Para el año 2004 se da un cambio de directiva	Noun

Table 4: Glossary table. Researcher's own creation

5.1.4.1 English to Spanish glossary

Table 4

Word from SL	Translation to TL	Context	Grammatical category
Construct	Constructo	Some models emphasize the mental representations that readers construct as a result of the comprehension of words, sentences and their respective relationships within a text.	Noun
latent trait	Rasgo latente	Validity is the process of assuring that an instrument genuinely measures the latent trait.	Noun
High-stake language tests	pruebas decisivas de dominio del idioma	High-stake language tests require the use of statistical techniques for collecting evidence of internal validity and reliability.	Noun
Anchor items	enunciados de referencia	Instruments were analyzed separately for anchor items did not exist.	Noun
Underlying measurement model	modelo de medición subyacente	It is important to add that most of them have been designed without an underlying measurement model.	Noun

Low-level skills	habilidades básicas	This situation has contributed to the fact that there are currently more tests to measure low-level skills.	Noun
macro skills	habilidades macro	Reading comprehension in different texts is one of the macro skills included in the teaching and learning processes of a foreign language.	Noun
Factor Analyses (FA)	Análisis Factoriales (AF)	This paper focuses on showing evidence of internal validity of the construct, throughout the application of Factor Analyses (FA).	Noun
Exploratory Factor Analysis (EFA)	Análisis Factorial Exploratorio (AFE)	The Exploratory Factor Analysis (EFA) does not assume a priory number or relationships among factors.	Noun
Confirmatory Factor Analysis (CFA)	Análisis Factorial Confirmatorio (AFC)	Contrarily, the Confirmatory Factor Analysis (CFA) tests the hypothesis of a priori structure in the form of a model.	Noun
Direct mail	Correo Postal	Direct mail	Noun
Over-clutter	Sobrecargar	Don't over-clutter your homepage	Verb
Spread the word	Dar a conocer	Spread the word about your non-profit's brand and mission	Verb
Infographics	Infografías	Infographics with statistics about your programs and devices	Noun
Fundraising	recaudación de fondos	Key fundraising sources	Noun
well-being programs	programas de bienestar	Your donations also help fund mental health and well-being programs	Noun
volunteer	Voluntario	If you can't make a monetary donation, consider being a volunteer.	Noun
Cover letter	Carta de presentación	Cover letter: a cover letter that summarizes the purpose of the request, signed by the executive officer of the	Noun

		organization or development office	
Awareness	Consiencia	Raise awareness of services/ products offered.	Noun
Overseeing	supervisar	Overseeing content creators	Verb

Table 4: Glossary table. Researcher's own creation

Chapter VI

Conclusions and Recommendations

This study analyzed the translation techniques applied to the documents provided by the Madre Verde Foundation, Talita Cumi, and the University of Costa Rica (UCR). It explored the techniques and methods used in the translation process, evaluating their impact on the accuracy, clarity, and overall quality of the translated texts. Additionally, the challenges faced by translators when working with materials from diverse organizations and contexts were identified, along with how selecting the appropriate approaches can ensure the translations are consistent and faithful to the original message. Based on these findings, the conclusions of this study are presented in the following chapter.

6.1 Purpose of the Conclusion

This section provides an analysis of the study's contribution to the field of translation, offering a detailed reflection on the patterns, challenges, and insights uncovered throughout the research. It includes the conclusions derived from each specific objective, providing a clear assessment of how the research has addressed the goals set at the beginning of the study. Additionally, the section revisits the central research question, offering conclusions based on the findings and highlighting any unexpected results that emerged during the translation process. These insights not only contribute to the understanding of the translation procedures analyzed but also shed light on the practical implications of the study. Furthermore, the section provides thoughtful recommendations for future research, addressing gaps or areas that could benefit from further exploration. It also offers practical suggestions for applying the study's outcomes in real-world translation practices, ensuring that the conclusions are not only academically relevant but also valuable for translators and professionals in the field. By combining a thorough analysis of the research findings with actionable recommendations, this section aims to emphasize the broader impact of the study on the translation discipline.

6.2 Conclusions

6.2.1 To evaluate the linguistic and cultural challenges involved in translating legal terminology and operational procedures for the non-profit sector.

The process of translating the documents posed several challenges for the translator. One significant challenge was finding accurate equivalents for technical or highly specific terms in the UCR document, as these terms are not part of everyday language and often lack direct translations, or the direct translations appeared unnatural on the target language. This required a thorough analysis of the context and a careful selection of available terminology to ensure both clarity and precision. It is also important to clarify that while the UCR is not a nonprofit organization, it was categorized alongside the other two institutions for practical reasons. As a public institution, the translation is intended for non-commercial purposes, aligning with the objectives of the other institutions involved.

When translating the documents for the Madre Verde Foundation, extensive research on parallel sources was conducted, as the text contained numerous names of national and international entities and organizations. To maintain accuracy and consistency, the goal was to identify official translations, if available, before creating one independently. In cases where no official translation existed, informed decisions were made to ensure that the translated terms remained faithful to the original meaning while being comprehensible to the target audience. Additionally, it was crucial to accurately convey the place’s norms to avoid any potential problems arising from a misunderstanding of their meaning. It was also important to reflect the significance and deep connection the residents have with the place, as conveyed in the original document.

Finally, the translation process for Talita Cumi's documents differed significantly from the others due to the unique format of the original content, which was presented in a PowerPoint presentation. Unlike traditional documents that are structured in complete paragraphs, the PowerPoint slides contained fragmented content, such as bullet points, short phrases, and headings. This presented a challenge because the lack of complete sentences often limited the contextual clues that are typically available in more traditional text formats. As a result, the researcher had to adopt a more meticulous approach to translation. Each word and phrase needed to be carefully analyzed in order to capture the intended meaning, as the absence of full sentences made it difficult to rely on the usual context for guidance. Special attention was given to titles, subtitles, and key ideas, which were crucial for conveying the core message of the presentation. The researcher also had to ensure that the text remained clear and coherent in the target language, despite the fragmented structure. This often required adapting the content to make it more fluid and understandable while preserving the original meaning and intent of the slides.

6.2.2 To apply the translation techniques that ensure the accurate transmission of the organization's rules, duties, and prohibitions, while maintaining clarity and coherence in the target language.

As discussed in the theoretical framework chapter, literal translation is often considered less effective because it can result in the loss of nuance or meaning, particularly when translating idiomatic expressions, cultural references, or context-specific elements. However, the color-coding and frequency rate analysis conducted during this study highlight the value of literal translation when it is used in combination with other translation techniques. In certain contexts, especially in more technical or complex texts, literal translation plays a crucial role in preserving the core meaning of the original text, ensuring that the translator stays true to the intended message and avoids distorting key ideas.

Furthermore, the application of various translation techniques, such as omission, proved to be particularly effective in ensuring the clarity and conciseness of the text. Omission helped eliminate redundancies or extraneous information that might have cluttered the message, thereby making the translation more straightforward and easier for the target audience to understand.

In addition, techniques like modulation and equivalence played a significant role in adapting the source text to the target language. Modulation allowed the translator to adjust certain expressions to make them more natural and culturally appropriate for the target audience, while equivalence ensured that specific terms or concepts that did not have direct counterparts in the target language were translated in a way that maintained the original meaning. While some translation methods discussed in the theoretical framework were not as prominently used in the color-coding analysis, such as adaptation or borrowing, it is important to consider the limitations of the sample size in this section when evaluating the findings. The size of the sample may have influenced the frequency with which certain techniques were applied, and as a result, some methods may not have been as noticeable in the analysis. Therefore, when assessing the overall effectiveness of the translation techniques employed, one must take into account not only the methods used but also the specific characteristics of the text and the context in which it was translated.

6.2.3 To create a bilingual glossary of key terms related to volunteer regulations, environmental conservation, and operational procedures to standardize the translation and improve future communication within the organizations.

Glossaries are essential resources in the translation process as they ensure consistency in terminology and can serve as a foundation for future translations. By providing a standardized set of terms, glossaries help translators maintain uniformity throughout a text, reducing the risk of discrepancies or errors. For specialized translation, glossaries are particularly valuable as they ensure that highly technical or field-specific terms are translated accurately and consistently, contributing to the precision of the final text. The creation of the glossary presented in the data analysis chapter involved three distinct phases: the pre-compilation phase, the compilation phase, and the post-compilation phase.

The pre-compilation phase began with an initial reading of the texts to become familiar with their content and specialized vocabulary. This process revealed the necessity of creating a glossary, as the texts contained a wide range of technical terms related to legal matters, environmental topics, and other specific areas. Based on the complexity of the terminology, it was determined, with the tutor’s recommendation, that including a glossary was aligned with the research objectives as it is intended for use by the researcher in future projects, as well as by translators and students working on similar projects. The sources used to find the translation of the terms ranged from dictionaries to parallel sources like previous dissertations and relevant articles from the similar topics depending on the difficulty to find an accurate translation.

For the compilation process, words were chosen based on criteria such as their difficulty in finding a natural-sounding translation in the target language, their relative rarity compared to more commonly used terms, and their significance to the overall message of the text. The researcher prioritized terms that carried substantial meaning within the context of the documents, ensuring that the selected words were both relevant and essential for conveying the intended message accurately. To select the words for inclusion in the glossary, the annotations made during the initial reading process played a key role. These annotations highlighted terms that stood out as difficult or unclear, offering insight into areas that required more attention. Additionally, a list of challenging terms was compiled throughout the translation process. This list included words that required further research due to their complexity or lack of direct equivalents in the target language. Some of the terms were included during the translation process to assist with the work, while others were added afterward due to their relevance. Each term was carefully analyzed to ensure it was accurately understood and translated, with the glossary ultimately reflecting the most important and challenging terms for future reference.

Finally, during the post-compilation phase, the researcher revisited the translated terms to verify their correctness and contextual suitability. This review ensured that the chosen terms accurately reflected the intended message and maintained the clarity of the text. Creating a glossary was essential for managing specialized terminology, while ongoing feedback from the tutor was crucial in refining the translation. The focus remained on preserving the original message while ensuring the translation was suitable for the target audience. This process highlights the importance of careful planning, collaboration, and revision in producing a translation that stays true to the original text's purpose and intent.

6.3 Restatement of the Research Question

What are the most effective translation strategies for addressing the challenges associated with translating documents for the Madre Verde Foundation (Spanish to English) and for Talita Cumi and UCR (English to Spanish)?

As demonstrated in the data analysis chapter, a combination of various techniques, such as literal translation, modulation, equivalence, transposition, omission, and others, is essential to adapt the document to the target language while ensuring accurate translation. Each technique serves a specific purpose, contributing to the overall quality and fidelity of the translated text, making it both linguistically and culturally appropriate for the target audience.

During the process of selecting the most suitable translation technique, the use of online tools proved to be extremely helpful, allowing the researcher to receive timely feedback from the tutor. This feedback was essential for refining translation choices and ensuring that the procedures aligned with the study's objectives. In addition to the feedback from the tutor, self-comments were a key aspect of the process. These self-comments not only allowed for reflection on the translation but also helped to pinpoint areas where additional attention or revision was required. This practice facilitated a more collaborative approach, where both the researcher and tutor could work together to address potential issues, ultimately improving the overall quality of the translation. The collaborative review process mirrors real-world translation workflows by focusing on ongoing feedback and revision. Similar to how professional translators work with editors or colleagues to refine their work, the exchange of feedback between the researcher and tutor facilitated a more comprehensive review, enhancing both the accuracy and clarity of the translation. This iterative process ensured that the translation met the required standards and reflected a more polished, well-considered final version.

This process of feedback and editing aligns with translation theories such as Skopos Theory, as the analysis and revisions ensure that the translation serves the intended purpose of the original text. Rather than focusing solely on linguistic accuracy, this approach prioritizes the function of the translated text within its specific context. By taking the target audience into account, adjustments help maintain both accuracy and accessibility, ensuring that the translation is not only a faithful representation of the original but also effectively conveys its intended message. This iterative process reflects the practical application of Skopos Theory, recognizing that translation choices must adapt to the audience's needs, cultural background, and familiarity with the subject matter. Venuti (2012) highlights this idea, stating that "A source text is usually composed originally for a situation in the source culture; hence its status as 'source text,' and hence the role of the translator in the process of intercultural communication" (p. 192). Through continuous feedback and refinement, the translation evolves to fulfill its communicative function, reinforcing Skopos Theory's emphasis on purpose-driven decision-making in translation. This approach helped maintain the text's style in terms of formality, complexity, emotional tone, and function while ensuring that the intended meaning was conveyed accurately.

6.4 Unexpected Results

A surprising finding from the research is the absence of certain translation techniques in the analysis section as some translation techniques like adaptation and calque were not used in the color-coding. It is suggested that these procedures may be more prevalent in other types of texts, where their use would be more applicable or necessary. This indicates that the characteristics of the texts analyzed likely influenced the selection and frequency of the translation techniques employed.

6.5 Recommendations

When translating, it is essential to begin by thoroughly understanding the text. This initial step involves reading the text carefully to fully grasp its meaning, paying close attention to both the general message and any subtle nuances. A deep understanding of the source material is crucial, as it forms the foundation for an accurate and faithful translation. If any unfamiliar topics, concepts, or terms arise during this process, it is important to conduct research to clarify their meaning. This research may involve consulting specialized resources, referencing dictionaries, or exploring parallel sources, such as existing translations or scholarly articles, to ensure accuracy and a complete understanding of the content.

Another valuable recommendation is to develop a deep understanding of the reasoning behind every significant translation decision, whether it involves selecting specific vocabulary, choosing particular expressions, or structuring sentences in a certain way. Each choice should be intentional and grounded in the purpose of the text, the target audience, and the overall communicative function. By critically analyzing these decisions, translators can ensure greater consistency and coherence throughout the text while also being able to justify their choices if questioned. This level of awareness not only enhances the quality of the translation but also contributes to the translator's professional growth, as it fosters a more analytical and reflective approach to the profession.

To maintain consistency, particularly in longer texts that may cover a range of topics, it is highly beneficial to create a word register for terms that appear frequently. This register functions as a vital tool for the translator, providing a central reference point to ensure uniformity in language throughout the entire document. By keeping track of repeated terms and phrases, the translator can make sure that the same terminology is used consistently, thus preventing any inconsistencies that might arise from using different synonyms or alternate translations for the same concept. This consistency is especially important when translating technical or specialized content, where accuracy is crucial to maintaining the integrity of the original message.

In addition to improving consistency within the translation itself, the word register also serves as a valuable resource when compiling a glossary. A glossary acts as a reference for future translations, ensuring that key terminology is translated with precision and uniformity across the entire document or even across multiple projects. By consulting the word register, the translator can double-check that terminology has been consistently applied, which helps maintain the coherence and professionalism of the translated text. Furthermore, having a well-organized register of terms can make it easier for translators to collaborate on projects, as it provides a clear, standardized guide for everyone involved. This approach not only enhances the quality of the translation but also streamlines the workflow, reduces errors, and ensures that the final product is cohesive and professionally executed.

As this was the translator's first experience working with long texts, it was surprising to realize just how much time research on unfamiliar topics and words can consume. The process of understanding the subject matter, identifying the correct terminology, and ensuring accuracy took significantly longer than anticipated. This highlighted the importance of being well-prepared and organized from the start. Therefore, a key final recommendation for future projects is to plan ahead as much as possible. Setting clear goals and timelines for each stage of the translation can make a huge difference in efficiency. Maintaining a calendar with due dates for each text, along with regular check-ins to monitor progress, can help ensure that the work stays on track and is completed in a timely manner. This approach not only facilitates organization but also reduces stress and allows for more time to focus on producing high-quality translations.

Once the translation is completed, the last crucial recommendation is to proofread the text thoroughly. This final review is essential to ensure that no elements from the original text have been overlooked or inaccurately translated. Proofreading allows the translator to identify any discrepancies or errors that may have been missed in the initial translation, such as omitted details, misinterpretations, or inconsistencies in terminology. It is also a time to check for clarity, ensuring that the translation conveys the intended message in a coherent and natural manner. By carefully reviewing the translated text, the translator can ensure that the final product is both accurate and faithful to the source, while maintaining the flow and quality expected of professional translations. This attention to detail throughout both the translation and proofreading stages guarantees a polished and precise result.

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