

UNIVERSIDAD INTERNACIONAL DE LAS AMÉRICAS
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TRABAJO FINAL DE GRADUACIÓN PARA OPTAR POR EL
GRADO DE LICENCIATURA EN INGLÉS CON ÉNFASIS EN
TRADUCCIÓN

Analisis of the Effect of Procedures and Methods used to translate the documents La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática.

La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada by the student Ana María Mata Chaverri from Spanish into English, ¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856? and The Essential 55. An Award- Winning Educator's Rules for Discovering the Successful

Student in Every Child by Ron Clark

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Abstract

This research is about the translation of several texts from the English language into Spanish and vice versa. You will therefore find the translation procedures used when analyzing each paragraph.

Also, at the end of the analysis of the paragraphs you will find a text analysis box, which shows the characteristics of each text.

Finally, a glossary was made for each translated text, to provide a better understanding to people who take the time to read this research work.

Resumen

Esta investigación trata sobre la traducción de varios textos del idioma inglés al español y viceversa. Por lo tanto, encontrará los procedimientos de traducción utilizados al analizar cada párrafo. Además, al final del análisis de los párrafos se encontrará un cuadro de análisis de texto, que muestra las características de cada texto. Finalmente, se elaboró un glosario para cada texto traducido, con la intención de proporcionar una mejor comprensión a las personas que se toman el tiempo para leer este trabajo de investigación.

Esta investigación trata sobre la traducción de varios textos del idioma inglés al español y viceversa. Por lo tanto, encontrará los procedimientos de traducción utilizados al analizar cada párrafo. Además, al final del análisis de los párrafos encontrará un cuadro de análisis de texto, que muestra las características

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Chapter I

Introductory Framework

The significance of translation in our everyday lives is more multidimensional than we realize. English is a language that people need to learn because it is everywhere. It is the third most widely spoken language in terms of native speakers. If it were possible to reunite all the people who speak English as a second language, then it would be the most popular language in the world. According to Amber Burrow-Goldhahn from the University of Exeter,

Translation Studies is a field of study that deals with the theory, description, and application of translation. Because it examines translation both as an interlingual transfer, and as an intercultural communication, Translation Studies can also be described as an inter-discipline that touches on other diverse fields of knowledge, including comparative literature, cultural studies, gender studies, computer science, history, linguistics, philosophy, rhetoric, and semiotics. (Burrow-Goldhahn, 2018)

As it was said before, the skills of translation are becoming more important and desirable. Today's multicultural and multilingual society demands effective, efficient, and empathetic communication between languages and cultures.

This investigation will be focused on the most accurate translation of investigations, related to factors that lead students to choose a professional major and historical research related to our ex-president Juan Rafael Mora Porras, which can be useful to people who might be looking for information related to those topics. On the other hand, a book that also is going to be translated. It is titled *The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student*, where teachers can find

pieces of advice written by an American teacher named Ron Clark, he wrote 55 rules for new teachers to teach them how to handle situations in the class with students and parents; based on his experience in the class giving lessons.

1.1 Problem Statement

This part of the research paper is going to be focused on the problem statement, which is defined as “a current issue or problem that requires timely action to improve the situation” (Indeed Editorial Team, 2023). This statement is completely objective, focusing only on the facts of the problem and leaving out any subjective opinions. Every translator needs to know clearly the mission and vision of becoming a professional in this area and also the impact that this amazing job can provide on humanity; for instance, the mission is to preserve languages and heritage around the globe. Moreover, it also is important to recall the vision that consists on localized translations, audiovisual translations, interpretation services, and a wide variety of tailored language solutions for individuals, organizations, and businesses of all sizes. People who decide to dedicate their lives to this field are driven by a passion for languages and cultural diversity that transcends every word we translate, interpret, or localize, as well as every single customer experience we build. Furthermore, we also strive daily to uphold the core values of intercultural respect and continued learning and develop opportunities to help improve humanity from our many corners of the world.

Now, that the background for becoming a translator is clear, it is important to remember that there are technical steps that as future professionals in the area must follow.

A clear example of this is the text destined for translation and analysis from a technical perspective for research paper purposes. Ideally, these translated texts will be useful to people seeking references for other investigations, as well as to teachers looking for

information on handling uncommon classroom situations. Having these texts translated will make it easier for them to access the necessary information. For this reason, the question that needs to be asked in this investigation, which involves translation processes, is the following

-What is the result of using several translation techniques to translate the documents *La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática.. La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada* by the student Ana María Mata Chaverri from Spanish into English, *¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?* and *The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark?

1.2 Objectives

1.2.1 General Objectives

To investigate the effect of the procedures and methods used to translate the documents *La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática.. La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada* by the student Ana María Mata Chaverri from Spanish into English, *¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?* and *The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark

1.2.2 *Specific Objectives*

- To translate the documents *La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática.. La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada* by the student Ana María Mata Chaverri from Spanish into English, *¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?* and *The Essential 55. An Award- Winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark
- To apply various translation techniques to the documents to achieve natural and accurate texts
- To identify the most common translation techniques that a translator would have to use to specialized in education
- To create a glossary with the most relevant terminology that a specialized translator needs.

1.3 **Justification of the Study**

This section of the investigation is focused on the justification of the study. It refers to the purpose statement and should provide a specific and accurate synopsis of the overall purpose of the study. It indicates why the study is worth achieving. Writing the justification comes from an in-depth search and analysis of the existing literature on the topic. A comprehensive literature search typically reveals gaps in previous studies that one may then wish to explore through the research. Now, moving forward to the explanations of the approaches of this investigation and as a first point to address, is the purpose of this

research paper. The main objective of translating the texts is to reach more readers who may be interested in translation topics.

As a second point, this investigation will be relevant because the text translated does not have a translation to a certain language; therefore, this will become a problem for people who may need those types of texts to support their work or investigations, and by translating the documents the possibility that many people will have to understand and use the documents for their knowledge would be satisfying. As the last point of the justification of the study, the practical application that this research can provide is that with the help of procedures and methods learned during the university courses and the knowledge each course provided, it is possible to bring a positive effect among the people who is going to read it, knowing that the process of translation and revision of the documents will be thorough by people involved in this process.

This research paper will refine, revise, or extend knowledge in the area of investigation in two ways. This differentiation is necessary because the content of the documents is different; thus, it is important to explain the scope of each document. The first document is a book titled *The Essential 55. An Award- Winning Educator's Rules for Discovering the Successful Student in Every Child*. The author, Ron Clark, talks about rules that teachers must follow to create a good environment in the class and in that way to boost their work and also to increase respect among students and teachers. For this reason, it is accurate to say that with the translation of the book into Spanish, many teachers and future professionals in education will increase their development in this field.

In regards to the other documents, are entitled *La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humano, Educación Especial, Derecho e Ingeniería en Informática. La Carrera Universitaria y la Relación con el género de los Estudiantes de la Universidad Florencio del Castillo* by the student

Ana María Mata Chaverri. This document *is* based on the decision that every student must make upon finishing high school and *¿En qué medida la figura del Presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?* by the student Ana María Mata Chaverri. This document is an investigation based on the gathered information related to that moment in history. It could be useful for students and people, in general, that may look for information related to that event. With the translation of these-documents, along with the techniques required to translate them it would be accessible for every person who wants to know about the variables that affect when choosing a major or it can be used as a reference for another investigation related to the original text.

It is important to recall the function of a translator, which is to translate written information from one language to another. Translators must know one or more foreign languages. These professionals translate materials such as textbooks, instruction manuals, and research documents. With the ideas previously mentioned, the researcher and in this case, the translator, aims to promote the inclusion of many individuals in learning and knowledge. Most importantly, readers of this-document will acquire new techniques related to education. Additionally, through other investigations, people will better understand the major selection process

1.4 Antecedents

This section of the investigation is focused on the historical background of the investigation-which is going to focus-on-international and national history related to translation. In first place, the principal historical background is the translation of The Bible, which it was translated “into 531 languages and partially into 2883 languages. More than two thousand years of history and translations have passed since the first versions of

the Targumes were made before the Christian era. Let us briefly review the extensive history of Bible translations” (Cultures Connection, 2015). The School of Manipulation takes its name from the publication of the anthology *The Manipulation of Literature* (Studies in Literary Translation, edited by Theo Herman’s, 1985). It is not a 'school' as such, but rather a group of individuals who share certain ideas about translation. Its approach is descriptive and functional, focusing on standards related to the production and reception of translations, as well as the impact of the latter on the arrival culture (González, 2000).

It is important to recall the meaning of polysemy, according to Valentín García Yebra (2005), it “is the ability of a signifier to express two or more meanings. Polysemy obeys the law of linguistic economy”-Continuing with the topic of *The Theory of Polysemy*, it should be noted that its authors understood by poly system a differentiated and dynamic conglomerate of systems, characterized by internal oppositions and continuous changes. Within the poly system theory, the concepts of equivalence and norm are of great value to the School of Manipulation. Concerning the first, it is a notion of 'equivalence' quite different from the traditional one, which states that a translated text was considered as 'translation' if it conformed to the principle of fidelity to the original; if it departed in some aspect, then there was talk of adaptation, recreation (González, 2000).

According to Amparo Hurtado Albir, “From several points of view, it is emphasized that translation is an act of communication in which the sociocultural context influences: translation as a cultural transfer, the importance of reception of translation and its purpose” (Jiménez, 2011). Translation from this point of view is a multidimensional phenomenon, in which different social forces intervene. Such forces are manifested through or upon the socio-historical context, the situational context, and the textual context associated with translations.

Moreover, according to Andrés Madrigal Vargas, “Most of the ancient works in translation theory were prescriptive: they pronounced on what translators should do and therefore, sought to establish guidelines for achieving good translations” (Vargas, 2006). Some arguments are based on the value of a true or faithful representation of the original. Some start from the idea that translating is a form of customer service, and therefore, value loyalty. Others return to understanding or cooperation as the primary values to be served, and others propose ethics based on norms and the value of trust. Another series of questions has arisen due to the cultural shift in translation studies. This has led experts in translation to look closely at how translations have been affected by cultural and ideological factors, and consequently, how they have caused effects on target readers and cultures.

Moving forward with the studies that are important to recall in this section of the investigation; firstly, it is important to remember who Jean Piaget was. He was a Swiss biologist and psychologist, considered one of the great scholars of human learning process and a key figure in the emergence of developmental psychology. Piaget was the first scholar of the human mind to formulate a systematic study of learning in childhood, which he initially conducted with his children. In addition, his work is key to understanding the theoretical and philosophical processes that developed in the first half of the 20th century in the West (Enciclopedia Humanidades, 2023).

The study that is going to be analyzed first is called *Piaget's Egocentrism and Language Learning: Language Egocentrism (LE) and Language Differentiation (LD)*. The study shows a cognitive approach to learning and human development emphasized on mental or internal factors as contrasted with environmental or external factors as many traditional behaviorists. The main purpose of this study based on the theories of Jean Piaget is focused on “the important educational foundation and information that

can prove how Language Egocentrism (LE) and Language Differentiation (LD) can affect the native language learning and second language acquisition for young children (2-7 years old), and what characteristics can be included in the sub-categories of LE and LD. Furthermore, LE and LD can be reviewed by factors such as personality, learning patterns, and inner characteristics (JongChul Heo, 2011).

Furthermore, it can be considered the research paper entitled-*Translation in Teaching a Foreign (Second) Language: A Methodological Perspective* by Sayuki Machida. When people see or hear any language not known to them, they may naturally try to identify it (asking what language it is or what the word or sentence means) or they may just ignore the word or sentence (either not recognizing or being uninterested in it). Identifying a language unit in a second/foreign language (SL/FL) and assigning meaning to it, involves the act of translating. Their knowledge/cognition is built in their first language (L1). In other words, ideas and meanings are attached to particular language use or expression of L1, or new ideas or meanings can be constructed from them. Thus, when people try to understand ideas or meanings in a new SL/FL language, L1 will naturally play a major role in their comprehension.

The act of translating is a process of filling the gap between the two languages of the learners, namely their L1 and SL/FL. The act of translating between L1 and SL/FL requires the learners to work with two not equally developed languages. To translate between them, the less developed language needs to be developed further to meet the linguistic, cognitive, social, and cultural systems of the other fully developed language. The act of translating demands the learners not only to develop their SL/FL linguistic system by learning new lexicon, etc., but also to learn non-linguistic conceptual knowledge (e.g., coherence) and more rhetorical structures, and research more subject matter and background knowledge (contextual knowledge) (JongChul Heo, 2011).

1.5 Scope

With the finalization of this research process, it is intended to:

Make an accurate translation of the texts exposed at the beginning of the investigation taking into account the procedures, techniques, and methodology that a good translation requires.

With the texts translated, the main objective is to reach more readers who may be interested in the topics; this means that teachers or future teachers can read the book translated and gather some techniques that can be useful in the classroom, as well as the other investigation related to how the genre and age affects when choosing a , this text translated to English, may be useful to people looking for information related to it and having it in English might be more satisfying and comfortable to them.

In general terms, what is intended with this research and translation, is to reach new audiences and break a little bit more the barriers of language.

Chapter II

Theoretical Framework

A theoretical framework is a foundational review of existing theories that serves as a roadmap for developing the arguments you will use in your work (Sampieri, 2018).

Theories are developed by researchers to explain phenomena, draw connections, and make predictions.

In this chapter, what is going to be analyzed is the theoretical framework, which is defined as “is a foundational review of existing theories that serve as a roadmap for developing the arguments you will use in your work” (Sampieri, 2018).-In a theoretical framework, the researcher explains the existing theories that support the research, showing that the paper or dissertation topic is relevant and grounded in established ideas.

2.1 Text Analysis

Regarding text analysis, it “can be defined as a means that helps the translator as a guide to guarantee cohesion between the ideas expressed in sentences of any document” (Essay Company, 2017). The translator must take into account several sources to ensure the cohesion of ideas such as theme and rheme, anaphoric references, anaphoric and cataphoric references, enumerations, opposition or dialectic, redundancy, conjunctions, initial negatives, and punctuation. Textual analysis in translation is the process of analyzing a text to determine its meaning and purpose and to identify the best way to translate it into another language. The process typically includes close reading and researching the text's culture, history, and context. Something important to recall is the role of the source text analysis in translation. The translator's analysis of internal and external textual factors contributes to the knowledge of external and internal text factors of

the source text and enables the translator to better understand the text itself, its function, and the aim that the client.

2.1.1 Text Styles.

Text style transfer aims to modify an input sentence into a desired style, while preserving its style-independent semantics. When it comes to talk about styles of the text is accurate to indicate that “is the type of document in which the translator will work on” (Essay Company (2017)). There are four types of texts, narrative, description, discussion, and dialogue.

In regard to the narrative writing or narrative text, it “is essentially, story writing. A narrative can be fiction or nonfiction, and it can also occupy the space between these as a semi-autobiographical story, historical fiction, or a dramatized retelling of actual events. As long as a piece tells a story through a narrative structure, it’s narrative writing” (Kramer, 2021). When it comes to descriptive texts, which is also an object of study in this research paper, “the author does not just tell the reader what was seen, felt, tasted, smelled, or heard. Rather, the author describes something from their own experience and, through careful choice of words and phrasing, makes it seem real. Descriptive writing is vivid, colorful, and detailed” (Salter, 2020).

In addition, the discussion text “gives both sides of an argument and may (or may not) include your opinion at the end. If you are learning English to study a subject at an English-speaking college or university or are preparing for examinations such as Cambridge FCE and CAE, you will need to know how to write a Discussion” (Salter, 2020). In terms of the dialogue, which is the last text style type that is going to be mentioned in this section of the research paper, it is important to take into account that the dialogues are written in different ways than the other types of texts styles, it can be

translated as well as the other types of text the only difference is the format in which it is written.

2.1.2 Stylistic Scales.

Stylistic scale (degree of formality) characterizes the readership of the original and then of the translation, and to decide, how much attention that you have to pay to TL readers.

Here, it will be explained all the components that the stylistic scale has such as formality, generality or difficulty and tone. Stylistic explores key issues of how a text means, how it is made, what choices are implemented, and how these choices affect reading, also provides an important critical tool for the examination of such creative processes in the writing of translations.

2.1.2.1 Scale of Formality.

The scale is composed by eight categories: *Officialese*, official, formal, neutral, informal, colloquial, and slang. Texts that contain an *officialese* formality in the context are mainly used for laws already imposed or strictly governmental documents. Formal texts are characterized by being used in fields where it is required a more complex language; for example, business or company documents. The neutral formality in texts concerns more with persuading the message among the people with a language that is familiar to every person, and it does not matter the educational level. Informal can be taken as similar to neutral. However, informal texts are more characterized by containing a low level of education (Newmark, 1998). Colloquial can be taken as part of informal, but well known by containing colloquialisms in their context (Newmark, 1998). Moreover, slang is directed only to the specific society that uses that type of language.

2.1.2.2 Scale of Generality or Difficulty.

It determines the level of complexity of the documents. This scale is divided into simple, popular, neutral, educated, and technical. Simple complexity deals with low difficulty of terminologies (Essay Company, 2017). In general, the popular generality means that the context of a document contains a daily life vocabulary. Moreover, the neutral complexity in texts is when there is a balance of difficulty in its context; not too complex or too simple. An educated level of texts is found in texts that are used for educational or instructional purposes, most of them are used in universities or schools, and texts that contain technical vocabulary are found in documents such as operator manuals of any device.

2.1.2.3 Scale of Emotional Tone.

This part refers to the vocabulary in which the document is written. According to Newmark (1988), this scale can be divided into intense, warm, and factual tones. The difference in emotional states will directly lead to translations produced by translation practice, which display differences in the emotional orientation of translations under the effect of different emotions, providing a new way of thinking for translators to study translations of the same English original text that generate multiple emotional understandings, and promoting the development of diversity in translation research. The intense tone in texts focuses more on giving the message by using intensifiers. The warm tone in texts provides a message with a gentle vocabulary. Lastly, the factual tone can be seen as the combination of both tones because it aims to convey the message, but with a more gentle way of expression (Newmark, 1998).

2.1.3 Text Function.

The text function deals with the purpose of the text is, or what intention the text has. Newmark (1998) explained that there are three main functions of language, which are informative, vocative, and expressive. These functions are the core of the language. According to Neubert (1985, p. 125), the text types are socially effective, efficient, and appropriate modes into which the linguistic material available in the system of a language is recast as cited in Sager 1997p. 31). Moreover, Sager (1997, p. 30) remarks that text types developed as patterns of messages for certain communicative situations. When writing a specific message, a person first thinks about the text type that would be appropriate for the given occasion, as well as for the content of the message, and only then formulates the message itself. In addition, Sager (1997, p. 31) concluded that text types have evolved from conventionalized communicative situations. As a result of this and since they arise from common relationships between the author and the reader, they are capable of conveying messages unambiguously. Their other characteristic features are topic and mode of expression. Text's function is divided into informative, expressive, and vocative functions.

2.1.3.1 Informative.

The hallmark of informative translations is the-use of very clear language and information with few technicalities, given that they are addressed to the general public, who do not necessarily have any prior knowledge of the topics discussed. In translation, the informative function is concerned about any particular topic of knowledge. This function focuses on external situations or facts of a topic (Essay Company, 2017). It is important to mention that two aspects should be emphasized when describing the informative function. First, most informative texts are found in international organizations,

multinationals, private companies, or translation agencies. Secondly, most of them present lack of proper grammar structures, resulting a task for the translator to correct them. The informative function follows a standard format; these are some examples of types of language functions, textbooks, newspapers, and scientific-technical documents.

2.1.3.2 Expressive.

The expressive function reflects the ideas of the speaker, writer, and the originator of the utterance to express feelings without the intention of receiving a response (Newmark, 1998). An expressive text is one whose main intention is to communicate the feelings, desires, and thoughts of the speaker. Its function is oriented to the sender of the message. In addition, this expressive function is not only in written language but also in oral. According to a functional classification of the communicative act, there are different intentions when initiating a communication. Several overlapping functions can be found in any text. However, one of these is always predominant (Morrison, 2021).

2.1.3.3 Vocative.

Vocative texts are expressive poetic texts that strive to show rather than tell, communicate felt knowledge, and appeal to the senses. They are increasingly used by researchers to present qualitative findings, but little has been written about how to create such texts. The vocative texts are specifically directed to the readership, and to persuade a message for them. This function is particularly a message for the readership to react about a specific topic (Essay Company, 2017).

2.1.4 Translation Methods

2.1.4.1 Semantic translation.

Semantic translation is the process of using semantic information to aid in the translation of data from one representation or data model to another representation or data

model. This type of translation method uses the source language's exact meaning and translates this same message taking into account the target language's grammatical structure. It is important to mention that the semantic translation's main objective is to focus on meaning. However, -naturalness and aesthetics are considered in this method of translation (Essay Company, 2017). Semantic translation is more objective, pays attention to accuracy, obeys the culture of the original language and the original author, translates the semantics of the original text, and interprets it only when the connotative meaning of the original text constitutes the biggest obstacle to understanding. However, this type of translation method cannot ignore conveying information to readers.

2.1.4.2 Communicative translation

For Newmark, the 'communicative translation attempts to produce on its readers an effect as close as possible to that obtained on the readers of the original' (1981, p. 39). Communicative translation has a target language bias; it is free and idiomatic. It attempts to make the reading process easier for the TL reader 'who does not anticipate difficulties or obscurities and would expect a generous transfer of foreign elements into his own culture as well as his language where necessary' (Newmark, 1981, p. 39). It must emphasize the force rather than the content of the message. It is likely to be smoother, simpler, clearer, more direct, more conventional, tending to under-translate – it uses more generic terms in difficult passages. Communicative translation relates to the sentence (1981, p. 60).

In the communicative translation method, the only part of the meaning that is taken into account is the part of the target language message understanding. The communicative translation tries to produce the same reaction in the target language reader as the reaction provided in the original text. This translation method is a subjective procedure, because it aims to achieve a possible effect on the readers (Newmark 1998). Communicative

translation reorganizes syntax and uses more common collocations and vocabulary to make the translation fluent authentic, concise, and easy to understand.

2.2 Translation Procedures.

The translation techniques or procedures are achievements of the translation that help the translator produce a natural and accurate translation for the target text readers. Translation techniques are methods of linguistic transference of the most relevant parts of the source language text that the translator must use to achieve equivalence. Translation procedures are applied by translators when they formulate an equivalence to transfer elements of meaning from the Source Text (ST) to the Target Text (TT) (Delisle) in micro-textual units (sentences and smaller units of language).

2.2.1 Transposition.

Transposition is the act or process of changing something from one position to another, or of exchanging the positions of two things. It involves a shift from one grammatical category to another, while still preserving the meaning. This translation technique is often necessary between languages with different grammatical structures. Transposition is a type of translation technique that involves a structural change in the grammar when translating the source language into the target one. This procedure does not change the meaning of the source language message at all. Transposition just changes the way that the message is given by the author of the source language to sound more natural for the target language reader (Essay Company, 2017). Moreover, transposition is the process where parts of the speech change their sequence when they are translated (*blue ball* becomes *boule bleue* in French). It is in a sense a shift of word class. Grammatical structures are often different in different languages (Grasilli, 2016).

2.2.2 Modulation.

This procedure is tricky because it requires the translator not just to translate, but most importantly, it will require the perception of the text to be translated. Modulation can originate misinterpretations from the target language readers if the translator is not familiar with the language when translating the speech of the original document into the target text (Essay Company, 2017). According to Newmark (1998), modulation is a variation through a change of point of view, of perspective, and very often of the category of thought. Modulation basically means using a phrase that is different in the source and target languages to convey the same idea.

Moreover, modulation is defined by Gérard Hardin and Gynthia Picot (1990) as “a change in point of view that allows us to express the same phenomenon differently.” We can distinguish two types of modulation. First, recorded modulation, also called standard modulation: it is usually used in bilingual dictionaries. It is conventionally established and is considered by many to be a ready-made procedure. Secondly, free modulation: second type is considered to be more practical in cases where “the target language rejects literal translation” (Grasilli, 2016)

2.2.3 Omission

Omission means dropping out a word or words from the SLT while translating. This procedure can be the outcome of the cultural clashes that exist between the SL and the TL. In subtitling, translations attain their peak in the use of such a procedure. The omission method works particularly for the translator to avoid redundancy and repetition of ideas that can be expressed in a single and simple form when translated into the target language. Moreover, omission, instead of being a procedure that changes or modifies the source language authors' text or idea, tries to provide an easy to understand and natural

speech for the target language readers that explains the same message of the source language text (Vazquez-Ayora, 1977). In addition, Dickins et al. (2017, p.20) explain that omission is one form of translation loss where parts of the ST are simply omitted in the TT. Some scholars refer to this as ‘zero translation,’ while Vinay and Darbelnet call it ‘implication.’ They define it as “making what is explicit in the source language implicit in the target language, relying on the context or the situation for conveying the meaning” (1995, p. 344).

2.2.4 Amplification.

It refers to a technique that adds information in the target language text for the same reason; to make the text more comprehensible to the readers of the target language text (Erlina Zulkifli Mahmud, 2021). It also can be defined as a procedure in which the translator has to add clarifications not present in the ST: extra information, explicatory paraphrasing, footnotes, etc. Example: adding “the Muslim month of fasting” to “Ramadan” in a translation from Arabic into English. Footnotes are a type of amplification. As in translation studies, it refers to a technique of adding information in the target language text for the same reason; to make the text more comprehensible to the readers of the target language text. Consequently, the quantity of words in the target language text is higher than the one found in the source language.

2.2.5 Explication.

Explication is generally defined as a shift in translation from what is implicit in the source text to what is explicit in the target text. Because of the pervasiveness of this textual phenomenon, there has been a great deal of research on exploitation. Introduced by Vinay and Darbelnet (1958), it is defined as the process of introducing information into the target text, which is present only implicit in the source text, but which can be derived

from the context or the situation. This process is aimed at expressing with a wider vocabulary the ideas of the source language to provide a better understanding of the text in the target language reader just like the amplification procedure (Essay Company, 2017)

2.2.6 Literal Translation.

It is the easiest procedure of translation, but it only can function whenever the two languages have the same equivalent words or phrases, which is quite rare because mostly all languages have differences in lexicon and grammatical or linguistic style and order (Essay Company, 2017). Literal translation, direct translation, or word-for-word translation, is a translation of a text done by translating each word separately, without looking at how the words are used together in a phrase or sentence. In translation theory, another term for “literal translation” is “metaphrase” and for phrasal (“sense”) translation “paraphrase.” Literal translation leads to mistranslating of idioms, which is a serious problem for machine translation.

Literal translation is another term for which is the translation of technical, scientific, legal translation or even technological texts. These translations can include document or business translations and medical translations like In these instances, wording is very delicate, and a skillful professional is required to determine how best to translate the text (Poston, 2023)

2.2.7 Punctuation changes.

Punctuation is a tool that allows to organize our thoughts and makes it easier to review and share our ideas. The standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, and semicolon. Punctuation consists of both rules and conventions.

There are rules of punctuation that have to be followed, but there are also punctuation conventions that give writers greater choice. In speaking, we use pauses and the pitch of the voice to make what we say clearly. Punctuation plays a similar role in writing, making it easier to read. Punctuation in translation consists of contrastive linguistic analysis from a functional perspective and is targeted towards translation students (Elamil, 2022).

Punctuation allows writers to create spacing, pause, syntax, and nuances. In English, there are numerous forms of punctuation: the stately period, apostrophe, comma, colon, semi-colon, question mark, exclamation mark, parentheses, and hyphen.

2.2.8 Compensation.

Compensation in translation is a standard lexical transfer operation whereby those meanings of the SL text, that are lost in the process of translation, are rendered in the TL text in some other place or by some other means (Klaudy, 2017). Compensation deals with ~~the~~ making up for the loss in translation of a stylistic effect in the source text by the use of the same or another stylistic effect in the target text; either in the same textual location as in the source text or another place in the text. Moreover, compensation is a technique of translation in which elements of the source text that have been lost while translating are recreated in the target text in some other, though a similar way to make up for semantic losses. In other words, we can say that it is the replacement of untranslatable elements of the source text with similar elements, that are to compensate for the loss of information and can produce a similar effect on the reader of the target text.

2.2.9 Equivalence.

In translation, there are the source and target languages. Here, equivalence involves an attempt to convert the content while retaining the context and meaning of the original. Many view languages as having equivalent words, and that translating from one to another simply involves finding a match. That cannot be farther from the truth (GoTranscript, 2022). Equivalence is central to linguistic translation, being one of the main goals of this activity; even though, it is often hidden behind other concepts, including adequacy, relevance, or interpretive resemblance. That does not mean that concepts do not exist equally in two different languages or cultures, because they do. When a word or phrase means the same thing in both languages, it is called an *equivalence*, and it is understandably one of the first things professional translators look for.

2.2.10 Adaptation

In 1958, two French linguists, Jean-Paul Vinay, and Jean Darbelnet, defined adaptation as a procedure that can be used whenever the context referred to in the original text does not exist in the culture of the target text; thereby, necessitating some form of re-creation. It is used in many cases, specially when there are as cultural differences among different speakers that can confusing and sometimes tricky to understand or simply prevent us from understanding each other. Adaptation is not to be confused with localization. It is used when the target audience speaks a different variant of the same language, such as in the case of Latin America.

Adaptation is a very important translation technique. It is necessary when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture (Grasilli, 2016). The two main types of adaptation are Local Adaptation and Global Adaptation. The point of distinction between these forms of adaptation is whether the issue lies on the original text, in which case it becomes Local Adaptation, or on factors outside the original text when it becomes

Global Adaptation. In Local Adaptation, adaptation is applied to only specific parts of the original text, while in Global Adaptation, it is applied to the overall text (Grasilli, 2016).

2.11 Borrowing

Borrowing is a common translation technique. It basically means that the translator makes a conscious choice to use the same word in the target text as it is found in the source text. This is usually the case when there is no equivalent term in the target language. This technique also allows the translator to render a text clearly within a particular cultural context through the register of the vocabulary it uses. Certain terms allow people belonging to communities of similar interests, to transcend linguistic boundaries. Despite using different linguistic systems, they share the same reality and the same code to decipher it. Depending on where this code was created, some words will have a lot more prestige than others in a certain context.

Borrowing is where words or expressions are taken directly from the source text and rendered into the target language. This technique is often used when there is no target language equivalent, such as food or clothing, and thus, it can help to preserve the cultural context of the source text Interpretations (2021). It basically means that the translator makes a conscious choice to use the same word in the target text as it is found in the source text. This is usually the case when there is no equivalent term in the target language.

2.2.12 Calque.

Loan translation is just another term for calque. When used as a verb, to calque means to borrow a phrase or word from another language, whilst translating its components in order to create a new lexeme in the target language. It is a class of loan in which words or phrases are borrowed from another language, with each of the elements of

the phrase being translated. It is done so by respecting the syntactical structures of the target language (Blend, 2020). The calque contributes to the richness of a target language by avoiding the direct use of foreign words. Moreover, the calque is a construction, unlike a loan which is a phonetic and morphologic adaptation. In linguistics, a calque (or loan translation) can be defined as a word-for-word translation from one language into another. For example, when you take a phrase in French and then literally translate root-for-root or word-for-word into English, that's a calque.

2.2.13 Sentence inversion.

'Inversion' means reversing (inverting) the normal subject–verb word order in a sentence. We can use inversion to add emphasis, especially in formal English. It is common, for example, in political speeches because it has a persuasive and impressive effect. This is when the typical, traditional word order of a sentence is reversed. Instead of the usual structure of subject-verb-object, an inverted sentence places the verb before the subject and object. Inverted sentences are required with certain grammar structures or used as a means of sentence stress or emphasis.

2.3 Glossaries.

In translation, it is also important the process of creating glossaries to help people who may read the documents. For this reason, once the information has been collected and stored systematically, a glossary is prepared according to the requirements and users, defined at the beginning of the project. The content of the glossary and its format should also be defined. When referring to macrostructure, the overall structure of the desired product, decisions should be made on the general organization of the glossary, and whether it is appropriate to include a preface, user indications, a table of abbreviations used, or appendices. As for the microstructure, it is a question of designing the structure of

each entry or article; understood here as the term itself and the set of information that accompanies it.

In regard to the relevance for the translator, it is important to recall that a translation glossary is a list of the approved translations for specific terms in the source and target languages, and across multiple target languages. It is a tool often used in localization projects to ensure accuracy, consistency, and on-brand translations. Usually, translation glossaries are used for technical or marketing texts, but they can be beneficial for any localization project in which the content must convey the same meaning across all target languages. The relevance for the translation process is that by implementing a glossary, the people who read the documents can easily check for a word if they do not understand it. It is a way to help people understand the specific topic that the translation is referring.

How to create a glossary

Glossaries should be built to contain commonly used words or terms, along with their definitions, specifically including the unique nomenclature for your brand. How do your terms impact your business, your vertical, and could they possibly mean something very different in another setting? All these considerations should be kept in mind when creating your glossary. Always include terminology as it is specific to your business and industry. Have the following for each term:

Definition (define the source term)

Part of speech (select from noun, verb, adjective, etc.)

Notes (any additional information that may be of use to translators)

- Variations, Synonyms, and Antonyms (related terms as an aid to translators, but NOT used for matching. For example, if "create" is a Glossary term, you may wish to declare "creates", "creator", or "creating" as variations; "write" or "build" as synonyms and "destroy" as an antonym).

Pro tip: Include DNT (Do Not Translate) in your glossary terms to instruct translators not to translate the term in your content. This will help to avoid any potential translation confusion by excluding email addresses, proper names, company names, addresses, trademarked terms, product names, etc. from being translated. The translator will understand, without having to email and potentially waste time, that these words are not to be translated under any circumstances (Wyant, 2020).

Chapter III

Methodological Framework

This section of the research paper is going to be focused on the methodological framework in which the investigator will be guided through a sequence of steps to complete a procedure. Put into another words, the methodological framework is a set of procedures, methods, and tools that guide the research process in a systematic and structured manner. It provides a structure for conducting research, collecting, and analyzing data, and drawing conclusions.

3.1 Research Approach

In order to start explaining the research approach; first, it is important to state that an investigation “is a set of critical and empirical systematic processes applied to the study of a phenomenon or problem with the aim of expanding knowledge” (Sampieri, 2018). A research approach is the procedure selected by the researcher to collect, analyze, and interpret data. There are three approaches to research: quantitative, qualitative, and mixed methods. All research begins with an idea that develops gradually. However, to begin the research process, first it is needed to know the routes that have been built by scientific communities to study any topic, phenomenon, or approach. There are three fundamental routes: quantitative, qualitative, and mixed.

In the field of science, different researchers may assign different meanings for the term research approach. In some publications the research approach may imply methods of data collection and data analysis in general and differences between qualitative and quantitative methods in particular. The approach used in ~~of~~ this research paper, is the qualitative approach because,

Systematically studies phenomena. However, instead of starting with a theory and then "turning" to the empirical world to confirm whether it is supported by data and results, the researcher begins the process by examining the facts themselves and reviewing previous studies, both actions simultaneously, to generate a theory that is consistent with what you are observing happening (Sampieri, 2018).

Qualitative research, at its core, asks open-ended questions, whose answers are not easily put into numbers such as 'how' and 'why.' Due to the open-ended nature of the research questions at hand, the qualitative research design is often not linear in the same way quantitative design is. One of the strengths of qualitative research is its ability to explain processes and patterns of human behavior that can be difficult to quantify. As it was said before, the most accurate process to develop this investigation is the qualitative approach because as it is a translation investigation, it requires to show translation techniques, so it more accurate to use this approach due to the objectives the investigator should accomplish.

3.2 Research Design

In regard to the Research Design, it can be stated that it is a strategy for answering the research question using empirical data. The research design refers to the overall strategy and analytical approach that you have chosen in order to integrate, in a coherent and logical way, the different components of the study; thus, ensuring that the research problem will be thoroughly investigated (USC Libraries, 2024). With the proper analysis of methods and procedures to the texts that are going to be translated and the instruments that are going to be useful for such-research, the researcher will be able to explain the job and give explanations about the way the texts were translated and, also, as

it was said previously, by translating the document, the possibilities of building new knowledge among people who might be interested in this type of texts will increase.

3.3 Information Sources

Information can come virtually anywhere, that is media, blogs, personal experiences, books, journal and magazine articles, expert opinions, encyclopedias, and web pages; therefore, the type of information you need will change depending on the question you are trying to answer. In regard to this part, it is important to recall that, "An information source is a person or object that provides data for research" (Hernández Sampieri, 1996, p. 23). Moreover, it is the proper formulation of the theoretical framework, the true theoretical basis of the research study that is developed. This framework guides the researcher on how to approach the study of the topic he selected for research. Because it is a translation investigation, the information sources will be books of some people who are focused on translation, for instance, Vázquez-Ayora and Newmark and some books or documents that can be useful during this process of translating the documents proposed previously.

3.4 Analysis Categories

The researcher chose the qualitative research, as it is the most accurate one in order to get the research done. For this reason, it is important to recall that qualitative research is a process of naturalistic inquiry that seeks for an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. For this reason, the variables are derived from the specific objectives that were developed in Chapter I.

The variables in the qualitative approach are those that cannot be measured in numerical terms, such as categories or characteristics. In regards to the operational definition of the qualitative approach, they are the activities that are going to be used in order to measure the variables; for instance, the texts that are going to be translated along with the analysis of translation procedures, which are going to be the main sources of information in regards to this variables and the instruments for this research paper is the glossary in which the researcher will write the most complicated words along with the definition, translation, and some other aspects that can be useful for the future readers of this investigation.

3.5 Data collection Instruments

The process of gathering and analyzing accurate data from various sources to find answers to research problems, trends, and probabilities, etc., to evaluate possible outcomes is known as Data Collection. Knowledge is power, information is knowledge, and data is information in digitized form, at least as defined in IT. Hence, data is power. However, before you can leverage that data into a successful strategy for your organization or business, you need to gather it. That is the first step (SimpleLearn, 2023).

The data collection is the process of collecting and evaluating information or data from multiple sources to find answers to research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. The investigation is qualitative and the main instrument that is going to be used is a glossary, in which the researcher will include the words that might be troubled at the moment of translating with the purpose of finding the most accurate translation according to the texts. Consequently, an instrument that is going to be used is the dictionary in its physical way or in its digital version in order to

look for the troublesome words. Finally, the last instrument used are the texts that are going to be translated from English into Spanish and vice versa.

3.6 Collection Data Process and Data Analysis

In this section, it would be explained the process of data collection and data analysis. First, it is important to explain that the:

Data collection is the process of collecting and evaluating information or data from multiple sources to find answers to research problems, answer questions, evaluate outcomes, and forecast trends and probabilities. It is an essential phase in all types of research, analysis, and decision-making, including that done in the social sciences, business, and healthcare” Simplilearn (2023).

During data collection, the researchers must identify the data types, the sources of data, and what methods are being used. With this definition explained, the way in which the data will be collected it would be by the process of color coding to identify each translation techniques that can appear in the text and after analyzing each sentence to be able to classify them based on the type of technique with the help of a chart, in which the researcher will include all the evidence related to the translated documents.

Chapter IV

Translations

4.1 The Essential 55: An Award- Winning Educators' Rules for Discovering the Successful student in Every Child.

Su nombre era Mudder. Le encantaba Guiding Light, la col, la manteca y el rapé y era mi abuela. Cuando Mudder colocaba sus manos sobre sus caderas era la persona más alta de la habitación. Ella era definitivamente una dama, nunca soportó ninguna tontería y era respetada por todos a su alrededor; pobre quien tuvo que aprender esto de la manera difícil. Mientras crecía, vivió con mi familia y tuvo un fuerte impacto en quién soy hoy. Ella es una de las razones por las que me siento tan seguro a las cincuenta y cinco reglas de mis estudiantes, así como al resto de personas. Ella, junto con mi padre, me dio una verdadera educación sureña, que incluía respeto, modales y aprecio por los demás.

Además de esos ideales, se me mostró cómo disfrutar de la vida, aprovechar las oportunidades y vivir cada momento al máximo. Tuve mucha suerte de estar rodeado de miembros de la familia que eran excelentes ejemplos de cómo debe vivirse la vida y no darla por sentado.

Una vez que me convertí en maestra, se me hizo evidente que muchos niños no están expuestos al tipo de orientación y oportunidades que tenía cuando estaba creciendo. He tratado de dar ejemplo a mis estudiantes y ser un modelo para seguir, como los miembros de mi familia lo fueron para mí. En mi intento de darles un esquema o una guía sobre cómo la vida debe ser vivida y apreciada, compilé esta lista de lecciones. A través de los años de trabajar con niños y ver crecer esta lista de cinco reglas a un manual de

lecciones de la vida he visto una diferencia notable en la forma en la que mis estudiantes se han mantenido, realizado en la escuela y tenido respeto por los demás.

He usado estas lecciones exitosamente con mis estudiantes, pero no son solo para niños. La mayoría de las 55 reglas que se enumeran aquí pueden aplicarse a cualquiera, joven y viejo, desde la ama de casa hasta el médico, el político hasta el camarero y todos los demás. Esta lección es acerca de cómo vivimos e interactuamos con otros, apreciamos la vida y, por lo tanto, nos hablan a todos.

Me siento muy afortunado de haber tenido la oportunidad de trabajar con niños de primera mano y desarrollar la lista de 55 reglas hasta hoy. Esta es una extensión de mi proceso educativo mezclada con lecciones que he aprendido sobre la vida, junto con algunas reglas que he sentido la necesidad de adoptar para mantener el orden con mis estudiantes y conseguir que alcancen su potencial. Sin embargo, las reglas son más que lograr que los niños se comporten; se trata de preparar a los niños para lo que les espera después de salir del aula. Se trata de prepararlos para manejar cualquier situación que puedan encontrar y darles la confianza para hacerlo.

Es un plan de cincuenta y cinco pasos, cierto modo. No obstante, los pasos, no son secuenciales; todos se explican y aplican desde el primer día en el salón de clase. Al final del año, me gusta decir que mis estudiantes están “pulidos”. Sé que puedo llevarlos a cualquier lugar, ponerlos en cualquier situación y prepararlos con cualquier lección, porque están en el punto donde son receptivos al aprendizaje y están ansiosos por experimentar la vida.

El tiempo que he pasado con los niños y enseñándoles estas lecciones ha sido maravilloso. No puedo imaginar hacer nada más que enseñar. Eso es irónico, porque cuando estaba creciendo, ser profesor era lo último que hubiera querido hacer. Al ir a la

escuela, puedo recordar tener aspiraciones de descubrir tumbas antiguas en Egipto, volar alrededor del mundo como periodista de campo o ir encubierto como espía en países extranjeros. El pensamiento de entrar en una profesión tan aburrida, indiscutible y desconcertante como la educación nunca cruzó mi mente.

Cuando estaba en el último año de secundaria, me senté con mis padres y discutí mis opciones para la universidad. Mis padres eran muy trabajadores, pero aun así les iba a costar mucho conseguir los fondos necesarios para enviarme a la escuela. Puedo recordar a mi padre diciéndome: “Ron, eso no es para que te preocupes. Esa es tu responsabilidad. Solo concéntrate en tus calificaciones”. Los amaba por los sacrificios que estaban dispuestos a hacer por mí, no obstante, no quería ponerlos en una situación en la que lucharían para llegar al fin de mes.

Alrededor de ese tiempo, oí hablar de un programa llamado The Teaching Fellow Scholarship. Los beneficiarios del premio tenían todos sus gastos de la universidad atendidos si estaban de acuerdo con enseñar en Carolina del Norte durante 4 años después de graduarse. No tenía ningún deseo de convertirme en maestro, pero sabía que tomar la beca haría las cosas mucho más fáciles en lo financiero para mi familia. Decidí que usaría los fondos para pagar mi educación, no obstante, luego de graduarme no me convertiría en maestro. Entraría en otra profesión que me permitiría ganar suficiente dinero para pagar la beca. No era un plan del que estuviera orgulloso, sin embargo, tenía sentido en ese momento.

Durante toda la universidad descubrí que mi único amor verdadero en la vida es la aventura. Estaba preparado para cualquier tipo de desafío que se me presentara y eso ciertamente me llevó a compartir momentos emocionantes.

Una vez corrí a través del campo de juego de fútbol en televisión nacional con mi amigo Bri, llevando solo *boxers* y pintado de color púrpura de la cabeza a los pies. Así fuimos perseguidos por una manada de oficiales de policía en una gran persecución. Mientras trabajaba en Dunkin' Donuts y durante un juego de escondidas, me escondí en una zona muy cerca de los hornos y dejé a mi compañero de trabajo fuera del edificio, quedé casi cocinado hasta morir. Además, a pesar de que me aterrorizan las alturas, he saltado, escalado montañas, escalado acantilados y he hecho paravelismo detrás de un barco frente a la costa del Atlántico. Cuando me gradué de la universidad, me di cuenta de que definitivamente no quería enseñar. En realidad, no quería trabajar en absoluto. Por lo tanto, en busca de más aventuras, me mudé a Londres y trabajé como camarero cantando y bailando. Después de 6 meses de usar mi acento sureño como una atracción turística británica, dejé Inglaterra y viajé de mochilero por Europa, terminando finalmente en Rumanía, donde me quedé con gitanos que me daban de comer ratas, lo que me ponía tan enfermo que tuve que volver a casa. Mis aventuras sin duda tenían su parte de altos y bajos, pero incluso cuando terminé enfermo, casi cocinado o en problemas con la ley, las experiencias valieron la pena el costo, porque siempre me alejé como una persona más fuerte, más sabia y mejor.

Después de llegar a casa de Rumanía, mis padres estaban muy contentos de verme, pero no tenía intención de volver a casa por mucho tiempo. Mi amigo Bri se iba a ir a la playa en California y no podía esperar a mudarme ahí. Mi madre, sin embargo, estaba dispuesta a hacer lo que fuera necesario para que me quedara. Me habló de un profesor de quinto grado en nuestra zona que había fallecido recientemente. Fue una enfermedad repentina y sus estudiantes, la facultad y toda la comunidad se vieron afectados por su pérdida. Ahora, déjenme decirles, vivimos en el campo y la población de la ciudad, Aurora, es de unos 600. Tienes que conducir 20 minutos para llegar a un centro de

atención y es difícil atraer a los maestros a la escuela debido al viaje que requeriría cada día.

Mamá me dijo que los profesores sustitutos habían ocupado el puesto vacante durante un mes y que la clase se había vuelto muy rebelde. La escuela era un 75 % minoritaria y la mayoría de los niños tenían un almuerzo gratuito o a precio reducido. Sentí pena por los estudiantes, no obstante, no estaba interesado en tomar esta clase de quinto grado de alta energía, muchos de los cuales contaban con problemas de conducta y de aprendizaje.

Le dije a mi madre que, de ninguna manera, iba a enseñar en esa escuela. Ella me dijo a su regreso que, si no hablaba con el director, ella y mi padre se verían obligados a dejar de prestarme dinero para financiar mis aventuras. Al día siguiente, fui la primera persona en llegar a la Escuela Primaria Snowden.

Aunque estuve de acuerdo en reunirme con el director, todavía no tenía intención de aceptar el trabajo. Mi tía Carolyn trabajaba allí como secretaria, así que pensé que me daría la oportunidad de verla antes de volar a California. Al llegar, visité a mi tía y luego la directora, Andrea Roberson, me dio un recorrido por la escuela y me habló del grupo de estudiantes que enseñaría si aceptaba el puesto. Habló de lo exigentes que eran los estudiantes, de varios con dificultades de aprendizaje y de cómo tenía que mejorar los resultados de los exámenes sin importar nada. Pensé: “Y esta señora está tratando de convencerme de trabajar aquí.

Me hice parecer interesado, pero mi corazón no estaba en esto. Después me acompañó a la habitación que tenía la clase de quinto grado. Entramos y había un niño, llamado Rayquan, sentado a pocos metros de la puerta. Me miró con sus enormes ojos marrones y redondos y preguntó: “¿Vas a ser nuestro nuevo maestro?”. No puedo explicar

el sentimiento que se apoderó de mí, fue como una epifanía. Me llamó la confianza instantánea en su voz, la emoción en toda su cara y su evidente anhelo de estabilidad. Sabía que ahí era donde debía estar. Miré a Rayquan y le dije: “Creo que sí”.

Antes de encargarme de la clase, el director quería que observara al profesor sustituto. No quería meterme en la clase sin saber qué esperar del grupo. La maestra sustituta en cuestión, la señora Waddle, era una señora excéntrica que siempre tenía un sándwich en una mano y sus pelucas enmarañadas siempre parecían inclinarse hacia un lado. El primer día que la observé se molestó con un estudiante que no sabía la respuesta a una pregunta. Ella procedió a dibujar tres círculos pequeños en una fila en la pizarra. Luego instruyó al joven a colocar su nariz en el círculo medio y un dedo de cada mano en los círculos exteriores. Ella lo dejó allí y se volvió y se volvió hacia la clase y volvió a hacer la pregunta. La siguiente estudiante acertó en la pregunta y lanzó sus manos al aire y proclamó que sentía el Espíritu Santo. A continuación, cantó un verso completo de Amazing Grace. Sentado allí y viendo a la profesora durante una semana solidificó cada vez mi deseo de trabajar con esos estudiantes. Me necesitan más de lo que podría haber imaginado. Antes de entregarme la clase, la sustituta me dejó un poco de “sabiduría”. Me miró y dijo: “Sabe, señor Clark, lo hará bien. Mientras usted pueda afectar la vida de un niño será un éxito”.

Pienso que tenemos que abordar la educación con el valor de afectar a todos nuestros estudiantes. La mentalidad de lograr el “éxito”, aunque sea solo con un niño, no es suficiente. Me acerco cada año con el conocimiento de que solo tengo 1 año para hacer la diferencia de una vida en cada niño en esa aula y le doy todo lo que tengo. No sabía mucho cuando entré al salón de clase y tomé esa clase de la señora Waddle, pero sabía que mi vida iba a ser diferente, porque estaba decidido a dar a mis estudiantes una vida diferente, una vida mejor. Mi tiempo como maestro había comenzado.

Durante los próximos 7 años en el aula, mis experiencias fueron como un paseo en montaña rusa: con invitaciones a la Casa Blanca, llamadas al 911 y de viajes por todo el país con mis estudiantes. El proyecto atrajo la atención mundial y fue un paso importante de la enseñanza en las zonas rurales de Carolina del Norte a Harlem en la ciudad de Nueva York. Esos eventos destacan mi tiempo dedicado a trabajar con los niños y mis esfuerzos para enseñarles estas 55 reglas. He contado muchas de estas historias, muestran los altibajos, éxitos y decepciones y lecciones aprendidas en el camino.

A medida que revisas la lista, hay algunas reglas que quizás te gusten y decidas usar con los estudiantes y niños en tu vida y puede haber otras que no te inspiren. Todos tenemos diferentes niveles de tolerancia cuando se trata del comportamiento de los niños y todos tenemos distintos niveles de expectativas para nosotros mismos y los demás. Ofrezco estas reglas como sugerencias, como métodos comprobados (prueba y error) que han hecho bien a mis estudiantes. Espero que les resulten útiles.

Regla 1

Al responder a cualquier adulto, debe decir “sí, señora” o “no, señor”.

Simplemente, asentir con la cabeza o decir cualquier otra forma de sí o no, no es aceptable.

Debido a que crecí en las zonas rurales de Carolina del Norte, esto es algo natural para mí. Tiene sentido que esta sea la primera regla y parece la opción obvia para que sea la primera. Pienso que es una de las reglas más importantes, porque establece el tono para el tipo de respeto que espero de mis estudiantes. Si quieres que los niños te respeten, tienes que hacérselo saber. Simplemente, diciéndoles que quieres que se dirijan a ti diciendo “señor” les permite saber la forma en la que esperas que te traten. Además, les digo a mis estudiantes que es una herramienta muy útil cuando se trata de adultos,

asimismo, también es útil para cualquier adulto que interactúa con otro adulto. Un ejemplo de esto: recientemente estuve al teléfono con la compañía telefónica discutiendo las inexactitudes de mi factura. La señora con la que hablé no me ayudó y parecía molesta. Entonces en medio de la conversación lancé un “sí, señora” y toda su actitud cambió. Se volvió mucho más servicial y fácil de tratar y terminó cortando mi cuenta por la mitad, que era más de lo que había pedido.

Algunos de mis estudiantes en Harlem fueron entrevistados para la oportunidad de asistir a una escuela secundaria de mucho prestigio. La escuela solo tuvo 30 vacantes para ese año y 12 de mis estudiantes estaban entre los numerosos niños de toda la ciudad que solicitaron por los deportes. Practiqué con mis estudiantes para la entrevista y una cosa en la que hice hincapié fue: “Asegúrense de decir ‘sí, señora’ o ‘no, señor’ sin importar nada”. Semanas después de las entrevistas, me encantó escuchar que los 12 estudiantes habían sido aceptados.

Cuando hablé con el director de admisiones de la escuela, el comentario principal que hizo una y otra vez fue: “Cuán educados eran mis estudiantes en sus entrevistas”. Parece algo muy simple de hacer, pero da resultados.

Regla 2

Haz contacto visual. Cuando alguien esté hablando, mantén tus ojos en la persona en todo momento. Si alguien hace un comentario, gira y mira a esa persona.

Mantener el contacto visual es algo que muchas personas encuentran difícil de hacer, pero, es importante cuando se está tratando de mostrar a otras personas su seriedad acerca de lo que se está diciendo. Por ejemplo, si usted en una charla con su jefe le pide un

aumento es mucho más probable que su jefe lo tome en cuenta si usted está mirándolo a los ojos en lugar de mirar hacia abajo. Si usted hace una propuesta de negocios, es más probable que la gente confíe en usted y crea en sus ideas si ven seguridad en sí mismo, además de hacer contacto visual con ellos.

Paso mucho tiempo animando a mis estudiantes a hacer contacto visual. Para practicar, pongo a los niños en grupos de dos. Luego les explico que realizar contacto visual al hacer una declaración da más énfasis y emoción a lo que están diciendo. Cuando miran hacia otro lado o hacia abajo en el suelo, muestran que no están seguros de lo que están diciendo y, posiblemente, no están diciendo la verdad. Además, les comento que he oído que las miradas repetidas a la parte superior izquierda significan que son deshonestos. Una vez que están en sus grupos, los pongo a hablar entre sí, tomando nota de lo eficaces que son en el mantenimiento del contacto visual con sus compañeros.

Hacer contacto visual no solo es una forma de mostrar confianza, sino también una manera importante de mostrar respeto. En clase, cuando un estudiante está expresando una opinión, me aseguro de que todos los demás estudiantes se vuelvan y se enfoquen en ese individuo. No les permito que levanten la mano para realizar comentarios adicionales hasta que esa persona haya terminado. Porque, si lo hacen, parece que están más preocupados con lo que quieren decir que con las opiniones del orador. Les digo que se imaginen cómo sería si estuvieran tratando de expresar un pensamiento y todos a su alrededor seguían agitando sus manos. Les haría sentir que sus opiniones no tenían valor y, por lo tanto, no lo hacemos.

Puedo recordar cuando estaba en la escuela: era terriblemente difícil soñar despierto mientras se miraba al maestro. Si podía centrarme en la cabeza delante de mí o en mi lápiz, estaba bien. Pero, al ver a la maestra simplemente tomaba algo de ella. Por lo

tanto, me aseguraba de tener todos los ojos en mí en todo momento. Así, cuando estoy enseñando, puedo ver las miradas en las caras de las personas estudiantes y saber si están confundidos y perdidos o entretenidos y atentos. Además, ya que soy un aprendiz y profesor muy visual, hago movimientos constantemente con mis manos y en el tablero y quiero que los niños sigan conmigo y sepan exactamente de dónde vengo.

He trabajado muchos días en restaurantes de comida rápida. He pasado incontables horas haciendo las donas en Dunkin' Donuts y sirviendo mesas en varios restaurantes. Servir al público puede ser emocionante. Pero, también puede ser una tortura cuando tienes que tratar con clientes difíciles. Puedo recordar cómo siempre me gustó cuando la gente me miraba a los ojos para dar su orden. Es mucho más respetuoso mirar a una persona a la cara. Mientras se iban, todo el tiempo esperé que me dieran las gracias, no obstante, muchos no lo hacían y eso me dejó boquiabierto. ¿En qué estaban pensando? Muchos de los que dijeron gracias solo lo dijeron mientras se alejaban o se iban. ¿Por qué no te tomas un segundo para mirar a la persona a los ojos y decir gracias como si de verdad lo sintiera?

Trato de que mis estudiantes practiquen esto con varios adultos en la escuela que no son maestros. A menudo, los custodios, los trabajadores de la cafetería, los secretarios y los ayudantes de maestros no se consideran dignos de respeto. Trabajé duro para cambiar esa imagen en las mentes de mis estudiantes. Les expliqué el papel de cada persona en la escuela y cómo su trabajo hace posible que los niños reciban una gran educación. Luego les digo que las personas trabajan más duro y con más esfuerzo si sienten que son apreciadas y que hacen una diferencia. Me aseguro de modelar el tipo de comportamiento que espero, ya que interactué con todos los miembros del personal, de una manera, amigable y respetuosa. No se necesita mucho esfuerzo para que las personas estudiantes sigan mi ejemplo y los resultados siempre son obvios. Cuando vamos al

comedor, a los estudiantes no se les permite hablar en la fila. Cuando reciben su comida, deben mirar a los trabajadores de la cafetería a los ojos y decir “puedo” cuando piden algo. A la vez, siempre agradecen a los trabajadores del comedor y les desean un buen día. Los trabajadores siempre comentan lo maravillosa que es la clase y cuánto aprecian el respeto.

No importa como estamos interactuando con los demás a nuestro alrededor y sin importar lo que estamos diciendo, seremos tomados más en serio y nuestras acciones serán mucho más apreciadas si están acompañadas de contacto visual.

Regla 3

Si alguien de la clase gana un partido o hace algo bien, felicitaremos a esa persona. Los aplausos deben durar al menos tres segundos, con ambas manos reuniéndose, de manera que produzca el volumen adecuado para el aplauso (sé que al decirlo así sueno como un loco, pero a los niños les encanta).

Piensa en un partido de fútbol o baloncesto. ¿Qué sucede cuando alguien anota un *touchdown* o hace una canasta? La multitud se vuelve loca y le aplaude a esa persona. Creo que se debe tener ese tipo de ambiente de apoyo y camaradería en todas las áreas donde tenemos que trabajar juntos para lograr metas, ya sea el lugar de trabajo, el hogar o especialmente el aula. Cada vez que las personas son elogiadas y recompensadas por sus esfuerzos harán un mejor trabajo. Eso es obvio, pero por alguna razón todavía hay padres que no están animando a sus hijos y directores y otros líderes que simplemente no están creando la clase de ambiente donde las universidades están celebrando los logros de cada uno.

Intento dar el ejemplo a mis estudiantes sobre cómo el equipo y la familia apoyarían y aplaudirían los esfuerzos de otros. El primer día de clases, doy un discurso que dice algo así:

¿Hay alguien aquí a quien no le guste ser felicitado cuando hace algo bien? Por supuesto que no: todos lo hacemos. Bueno, vamos a ser una familia este año y las familias se defienden entre sí, se apoyan entre sí y se felicitan por los éxitos de los demás. Ese es el tipo de ambiente que se tendrá en esta clase y, por lo tanto, si alguien hace algo bien, hazlo saber a esa persona. Simplemente, puedes decirle a esa persona “Buen trabajo” o puedes aplaudir los esfuerzos de esa persona. Cómo lo haces no importa, todo lo que importa es que hagas el esfuerzo de mostrar aprecio por un trabajo bien hecho.

Luego, doy a la clase ejemplos de momentos en que sería apropiado aplaudir para otros estudiantes. A veces, puede suceder después de un buen comentario, una calificación alta o una pieza excepcional de escritura. Además, si alguien tiene un puntaje bajo, deberíamos aplaudir si ese puntaje logra subir. Posteriormente pasamos por algunos ejercicios de juego de roles y practicamos aplaudir. No puede haber aplausos a medias, como yo lo llamé. Todas las personas estudiantes deben aplaudir, de una manera que muestre respeto y aprecio. Antes de empezar a enseñar a las personas discentes a aplaudir, tenía a la mitad de la clase aplaudiendo, un cuarto de la clase apenas tocando las manos y el resto de la clase en algún planeta distante. Luego de algunas instrucciones detalladas, todos estaban a bordo.

A veces, los estudiantes empiezan a aplaudir por el comentario o puntaje de alguien que no necesariamente merece un aplauso. La regla es que si unos pocos estudiantes empiezan a aplaudir, todos empezaremos a aplaudir. Aparentemente, aquellos que comenzaron a aplaudir vieron algo que apreciaron. Sería mucho peor tener solo unos pocos aplausos débiles a que todos aplaudan por algo que podría no ser digno.

Como un maestro en un aula con 37 estudiantes, era casi imposible dar a todas las personas la atención y el elogio que merecían. Se hizo mucho más fácil cuando tenía

que constantemente buscaban aplaudir los logros de los demás. El reconocimiento del maestro siempre se aprecia. Pero, los elogios de los compañeros de un estudiante pueden tener un impacto mucho mayor.

Los maestros que visitan mi aula siempre comentan cómo hago para publicar las calificaciones de mis estudiantes. Esto parece contradictorio, porque a los maestros se les suele decir que mantengan las calificaciones confidenciales para no herir los sentimientos de los estudiantes, sin embargo, he encontrado que compartir las calificaciones con toda la clase puede ser muy positivo, en el ambiente correcto.

En primer lugar, no publico todas las calificaciones, eso sería imposible. Trato de elegir calificaciones para las asignaturas que todas las personas discentes, con esfuerzo, pueden hacer bien. En segundo lugar, trato de escoger calificaciones que puedan ser rastreadas durante un periodo. Por ejemplo, cada noche los estudiantes reciben un examen de lectura. A la mañana siguiente, se les da un examen de opción múltiple (diez preguntas) en la lectura asignada. Puedo calificar las pruebas en menos de 5 minutos y siempre las tengo listas para entregar el mismo día. Cuando los devuelvo, escribo las puntuaciones en un gráfico que permanece publicado a lo largo de todo el periodo de calificación. Cuando hago una lista de las puntuaciones hago una gran producción de ella. Llamo al nombre de la persona estudiante, hago una pausa por un par de segundos y luego grito el puntaje, si es 100, a todo pulmón. La clase aplaude y la cara de la persona estudiante se ilumina como loca. Un puntaje de 90 también recibirá aplausos si un estudiante ha mostrado una mejora. A los alumnos les encanta y lo esperan todo el día. Enseñar y trabajar en ese tipo de ambiente es una experiencia positiva y muy divertida. Creo que la gente debería tratar de recrearlo en cada salón de clase y sitio de trabajo.

Regla 4

Respete los comentarios, opiniones e ideas de otros estudiantes durante las discusiones. Cuando sea posible, haga comentarios como: “Estoy de acuerdo con John y también pienso que” o “No estoy de acuerdo con Sara. Ella tiene un buen punto, pero pienso que” o “Creo que Víctor hizo una observación excelente hizo que me diera cuenta de...”.

Esta es una regla que siento que debería ser impuesta en cada sala de juntas y reunión en cada lugar de trabajo en Estados Unidos, así como en cada cena familiar. Con demasiada frecuencia ignoramos los comentarios de los demás y no se establece el tipo de clima que permite a las personas hablar libremente y expresar sus pensamientos y opiniones. Muy a menudo la gente se preocupa por lo que otros piensan de sus ideas y que serán ridiculizados o menospreciados y que sus comentarios serán ignorados. Imaginé que había cientos de veces cada día cuando la mejor idea en la habitación no se escuchaba o ni siquiera se expresaba.

Yo sabía que no quería ese tipo de ambiente en mi aula, así que desarrollé un sistema con mis estudiantes que crearía una atmósfera de apoyo y compañerismo. Quería tener algo más que una clase donde las personas estudiantes pudieran dar sus opiniones. Quería que esos pensamientos e ideas se convirtieran en una discusión con un aprecio mutuo por todas las opiniones. Para que esto suceda, encontré que era necesario enseñar a las personas discentes, paso a paso, cómo expresar acuerdo o desacuerdo con los comentarios del otro, de una manera respetuosa y de apoyo.

Lo primero que les digo a mis estudiantes es que nunca nos reiremos ni nos burlaremos de los comentarios de alguien. Cada persona en la clase tiene algo que aportar y, para que nuestra clase sea lo mejor que puede ser, necesitamos escuchar las opiniones e

ideas de todos. Les digo que está bien estar en desacuerdo y que es solo humano no estar de acuerdo con todo el mundo. Sin embargo, señalo que hay una manera correcta y una forma incorrecta de dejar que sus sentimientos sean conocidos. Cada uno es diferente, con diferentes dones, distintas experiencias y diferentes caminos. No hay forma de saber todas las cosas que componen las ideas de sus vecinos. Por lo tanto, solo debemos apreciar las declaraciones de los demás sin ser condescendientes o hacerlos sentir que su manera de pensar no es correcta.

Practicamos esto mucho y para muchas de las personas estudiantes es esencial que estén escuchando las declaraciones de los demás y tomando valor en lo que otras personas están diciendo por primera vez. Puedo decirles a mis estudiantes una y otra vez cuánto aprecio algo que han dicho o que hicieron un comentario muy inteligente. Pero, cuando los compañeros se vuelven y dicen: “Wow, esa fue una gran idea. No pensé en eso”, es valioso más allá de las palabras para la autoestima y confianza de ese niño. Es muy similar a cómo es maravilloso escuchar los elogios de nuestras madres, no obstante, puede significar más para nosotros cuando esos comentarios positivos y aceptación provienen de nuestros compañeros de trabajo.

Después de unos meses en Harlem, empecé a ver una diferencia en las personas estudiantes a las que estaba enseñando y era evidente para los demás también. Las personas que visitaban nuestra escuela y observaban mi clase siempre comentaron sobre lo educado y el apoyo de las personas discentes entre sí. Les sorprendió cómo los estudiantes disfrutaban discutiendo ideas y de qué forma había un aprecio mutuo por todos los comentarios y opiniones. Noté el cambio de primera mano de varias maneras. Recuerdo que cuando empecé a enseñar en Harlem, intenté que los alumnos me enseñaran a saltar la cuerda al estilo doble holandés. No me apoyaron mucho al principio y cuando intentaba

saltar las cuerdas no recibí ningún consejo o intentos extra. Me dejaban hacer solo dos intentos y luego tenía que ir al final de la fila.

Me di cuenta de que si eras bueno saltando la cuerda, todos los otros estudiantes te respetaban. Era un símbolo de estatus importante y sabía que si podía hacerlo iba a ganar puntos con los niños. Lo intenté una y otra vez, pero todos los días se reían de mí. Parecía que ni siquiera querían darme la oportunidad, porque sabían que, de todos modos, tomaría demasiado tiempo y que nunca sería capaz de hacerlo.

Sin embargo, estaba ahí fuera cada día, probándolo una y otra vez. Muchas veces la cuerda me golpeaba en la cara y me veía mal saltando por todas partes tratando de hacerlo. Los niños solían decir que cuando intentaba hacer doble holandés parecía un caballo saltando arriba y abajo. Finalmente, después de unos meses empecé a notar un cambio en los niños. Comenzaron no solo a apoyarse más unos a otros en el aula, sino que también se estaban volviendo más compasivos y cariñosos fuera del salón de clase. Luego de 3 meses de intentarlo, estaba a punto de renunciar a ser capaz de saltar la cuerda. Una de las cuerdas me golpeó en la cabeza y empecé a sangrar. Los días del señor Clark tratando de saltar la cuerda se acabaron. Pero, los chicos me rodearon y me dijeron que creían en mí y que podía hacerlo.

Comenzaron a girar las cuerdas lentamente y me hablaban a través de ellas, dándome consejos y animándome. Una chica dijo: “Primero, señor Clark, tiene que dejar de saltar como un caballo. Salte así”. Cada niño quería mostrarme su propia técnica y se hizo obvio que se preocupaban por mi éxito. Un día fui a saltar esperando la habitual bofetada en la cara con las cuerdas, pero algo sucedió. ¡Entré! En realidad, estaba saltando con éxito entre las cuerdas y una vez que entré, ¡estaba dentro! Salté durante unos 30 segundos gritando a todo pulmón: “¡Estoy dentro, estoy dentro!” Todos los chicos del

patio corrieron a ver y empezaron a decir: “¡Vamos, señor Clark! Vamos, señor Clark”. Los niños estaban tan emocionados como yo y nuestra relación mejoró dramáticamente después de eso.

A menudo, en clase, cuando trataba de enseñar temas difíciles y los niños sentían que no podían hacerlo, yo decía: “¡Ahora, escúchenme! Saben... no pensé que pudiera saltar con dos cuerdas. Pero, creyeron en mí y me apoyaron y lo hice. Ahora, no crees que puedas hacer este trabajo, no obstante, creo en ti y estoy aquí para mostrarte que tengo fe en tu habilidad y sé que tendrás éxito”. Eso realmente abrió los ojos de los niños. A menudo, le dicen a la gente: “El señor Clark nos apoya cuando lo necesitamos y lo apoyamos cuando es necesario, porque a veces nos necesita y le enseñamos cosas también”. Crear el tipo de entorno en el que todos se apoyan mutuamente y muestran aprecio por los pensamientos y habilidades de los demás hace un mundo de diferencia en un aula o en cualquier otro grupo de personas que están tratando de trabajar juntas.

Regla 5

Si ganas o te va bien en algo, no alardees. Si pierdes, no muestres ira. En su lugar, di algo como: “Realmente disfruté de la competencia, y me gustaría jugar de nuevo contigo, o Buen juego” o no digas nada en absoluto. Mostrar enojo o sarcasmo, como: “De todos modos, no estaba jugando de verdad. Verdaderamente, no eres tan bueno”, muestra debilidad.

Si eres bueno en algo, otros lo reconocerán. No hay necesidad de decirle a los demás lo talentoso que eres, porque al presumir de ti mismo se te ve en una luz negativa y a la gente no le importará cuáles habilidades puedas tener. Esto es obviamente difícil de entender para muchas personas, porque parece que vivimos en una cultura donde todos quieren poner sus logros y habilidades en exhibición. Yo solía ser un gran fan de un rapero

que es una estrella de TV y aparece en películas. Pensé que era extremadamente talentoso y disfruté mucho su trabajo. Sin embargo, cada vez que lo veo en la televisión o leo sobre él en las revistas es muy arrogante y hace declaraciones en el sentido de que es el mejor intérprete vivo. Realmente, me ha decepcionado mucho y me hizo evitar pagar para ver cualquier cosa en la que esté involucrado. La vergüenza es que todos saben que es talentoso, no hay necesidad de que sea un presumido.

No quiero que eso les suceda a mis estudiantes, ya sea a gran escala o a pequeña escala. No importa sus habilidades: quiero que sigan confiados, pero humildes. Cada año en Carolina del Norte, me gusta conseguir que mis estudiantes se involucren en una liga de baloncesto y al final de cada temporada, las personas estudiantes votan por el jugador más valioso. Había un niño llamado Draymond que era, con mucho, el mejor jugador. Sin embargo, sentía la necesidad de recordar regularmente a todos lo bueno que era. Después de cada temporada, estaba tan enojado cuando no era votado como el jugador más valioso. El premio siempre era para los jugadores más humildes que realmente apreciaban jugar en equipo.

Les digo a mis estudiantes que a veces es difícil para las personas evadir hablar de sus habilidades. No obstante, si pueden, harán que sus habilidades parezcan mucho más grandes cuando los demás se dan cuenta. Draymond no necesitaba decirle a todos lo bueno que era en el baloncesto; eso era obvio. Debería haberse centrado en jugar con todo el corazón y dejar que su actuación hablara por sí misma. Ese es el mensaje que intento transmitir a mis estudiantes.

Además, paso tiempo hablando con mis estudiantes sobre cómo perder con gracia. Algo que me indigna mucho es cuando alguien pierde un juego y dice algo como: “De todos modos, yo no estaba jugando en serio” o “Te dejé ganar”.

Mi padre, Ronnie Clark, es bueno en todo tipo de competencia en la que puedas competir con él. Es genial en dardos, billar, herraduras, cartas, lo que sea. Ocasionalmente, sin embargo, ha tenido la rara desgracia de perder contra mí. Esto no ocurre a menudo, pero sucede. Siempre me he esforzado mucho contra él, no obstante, después de cada partido que ganaba, siempre hacía comentarios como: “Sí, me tomé con calma ese juego” o “Usted no piensa que lo estaba intentando ¿verdad?”. Solía volverme loco. Ahora, luego de mucha frustración, tenemos una regla en nuestra casa y en mi aula: en cualquier competencia, siempre haremos nuestro mejor esfuerzo y nunca daremos una excusa de porqué perdimos ante alguien. Esto ha hecho las cosas mucho más agradables y ha hecho que jugar sea mucho más divertido y libre de estrés. Casi ha llegado a un punto en el que no importa quién gane o pierda, porque sabemos que todos estamos haciendo todo lo posible y disfrutamos de los esfuerzos del otro, sin importar el resultado del juego.

Regla 6

Si te hacen una pregunta en la conversación, debes hacer una pregunta a cambio. Si alguien te pregunta: “¿Tuviste un buen fin de semana?” debes responder a la pregunta y luego realizar una pregunta a cambio. Por ejemplo.

Yo: “¿Tuviste un buen fin de semana?”

Tú: “Sí, lo pasé muy bien. Mi familia y yo fuimos de compras. ¿Qué hay de ti?”

¿Tuviste un buen fin de semana?”

Es educación mostrar a los demás que estás tan interesado en ellos como ellos están en ti.

Esta es una habilidad que lleva tiempo aprender. En realidad, he conocido a muchos adultos que aún no la han dominado y, con toda honestidad, muchos nunca lo

harán. Les digo a mis estudiantes que, cuando están hablando con alguien, deben asegurarse de no monopolizar la conversación. Todos nos encontramos con esa persona que simplemente no se calla, no quiero que ninguno de mis estudiantes crezca hasta ser ese tipo de persona. Quiero que entiendan que eres mucho más simpático y respetuoso cuando estás preguntando sobre los pensamientos y las opiniones de los demás. Es simplemente una manera fácil de hacerle saber a alguien que estás interesado en quiénes son y qué tienen que decir.

Cuando las personas estudiantes hablan en mi aula, suelo decir algo como: “Buenos días, Terry, ¿cómo fue tu fin de semana?” y él responde: “Genial, Sr. Clark, fui a la playa con mis primos”. Entonces Terry se va corriendo a su asiento. Siempre llamo a los estudiantes y les digo: “Solo mostré interés en lo que hiciste este fin de semana y en lugar de mostrarme la misma cortesía, simplemente corriste a tu asiento. Terry, ¿cómo fue tu fin de semana?” Terry responde: “Genial, señor Clark. Fui a la playa con mis primos. ¿Cómo fue tu fin de semana?”. Para los niños, esto requiere mucha práctica, pero el resultado merece la pena.

Preguntar también es una habilidad que puede ser útil en una entrevista. Cuando mis estudiantes de Harlem fueron a sus entrevistas para entrar en Manhattan East, una escuela secundaria académicamente desafiante, el coordinador de admisión les preguntó quiénes eran algunos de sus autores favoritos. Muchos de mis hijos me dijeron que después de nombrar a sus favoritos, también le preguntaron al entrevistador: “¿Tiene algún autor que esté interesado en la lectura?”, muestra un mayor nivel de consciencia por parte del niño y muestra que es consciente de que la otra persona también tiene intereses, como la lectura. Lo mismo se aplica no solo para las entrevistas, sino para cualquier conversación.

Esta regla es para que la gente sepa que estás interesado en ellos y los resultados que obtendrás cuando lo hagas. Cuando empecé a trabajar en la Escuela Primaria Snowden en Carolina del Norte, me aseguré de pasar tiempo hablando con mis estudiantes sobre las cosas que les interesaban. Les pregunté acerca de sus gustos y disgustos y lo que hacían por diversión. Quería que supieran que me importaba quienes eran y que no estaba allí solo para enseñarles en un libro.

Recuerdo que en mi primer año de enseñanza había un estudiante llamado Jayson que tenía una fiesta de cumpleaños en el remolque de sus abuelos durante el fin de semana. Jayson me había invitado, junto con casi todos los otros maestros en la escuela. Pero, cuando pregunté, descubrí que ningún otro profesor iba a ir. Sin embargo, le dije que iría. Tuve niños que me preguntaban cada 5 minutos si realmente iba. Ese sábado, aunque pensé que los había convencido de mis intenciones, no creo que ninguno de esos chicos esperara que fuera. Cuando lo hice, todos se reunieron a mi alrededor como si yo fuera una especie de celebridad. Jugamos congelado y al escondite y lo pasamos increíble. Ese día fue un largo camino en términos de desarrollar una relación con las personas estudiantes y conseguir que confiaran en mí.

El lunes siguiente, cuando pedí a los niños que se comportaran y prestaran atención, había una mirada diferente en sus ojos. Me respetaban y escuchaban. Hay muchas maneras de mostrar interés en los demás: desde ser un oyente activo y un conversador desinteresado hasta hacer esfuerzos especiales para mostrar a otros que te preocupas por ellos. No obstante, la conclusión es que obtienes resultados.

Regla 7

Cuando toses, estornudas o eructas, es apropiado apartar la cabeza de los demás y cubrir tu boca con una parte completa de tu mano. Usar un puño no es aceptable.

Después, deberías decir: “Disculpa”.

Esto parece tan simple. Pero, es sorprendente cuántos niños nunca se les ha dicho que hagan esto. En realidad, noté adultos todo el tiempo que tosen y estornudan en público sin poner una mano sobre la boca. Odio montarme en el metro en Nueva York durante la temporada de resfriados y gripe, porque es inevitable que alguien esté justo detrás de mí y tosa o estornude en mi cuello. Una vez vi a una señora estornudar a una señora más pequeña parada a su lado y fue como uno de esos comerciales en cámara lenta. Escupió y el vapor formó una nube alrededor de su cara, como una manta en la señora más baja, y puedo recordar pensar para mí mismo: “Piedad, esa pobre mujer tiene gripe ahora”.

Una cosa importante que les señalo a los niños es que, después de estornudar o toser en la mano deben lavárselas lo antes posible; de lo contrario, pasarán esos gérmenes a todo y a todos los que toquen.

Para ayudar a los niños a recordar esta regla, les cuento sobre una vieja superstición que dice que cuando estornudas, los malos espíritus saltan a tu cuerpo. Si no te tapas la boca, los espíritus entrarán. Pero, si te tapas la boca, los mantendrás fuera. Decimos “Dios te bendiga” cuando alguien estornuda y en Alemania se supone que debes decir “Gesundheit”. Eso significa “Buena salud para ti”. Ambas expresiones se dicen solo en caso de que no te cubrieras la boca a tiempo y los espíritus pudieran entrar a tu cuerpo. A los niños les encanta descubrir los orígenes de estas expresiones y les inspira a ponerlo en práctica.

Regla 8

No chasquees tus labios ni gires tus ojos ni muestres falta de respeto con gestos.

Tanto tiempo y problemas se ahorran al quitar esta regla del camino, si se pone en práctica. Dudo que haya una persona en Estados Unidos que no haya tenido a alguien que le haya chasqueado los labios (el sonido también se conoce como “tsk”) o que le haya puesto los ojos en blanco en algún momento. A los niños, especialmente a los adolescentes, les encanta hacerlo. Pero, he sido capaz de eliminarlo por completo de mis clases, con solo señalarlo y hacer una regla de que no sucederá en mi aula. En el primer día de clases, pregunto si alguien puede chasquear muy bien sus labios. Por lo general, tengo más de unos pocos estudiantes que están dispuestos a mostrar rodando sus ojos.

Luego, como clase, combinamos los dos. Todos golpeamos y chasqueamos al mismo tiempo. Por lo general, es muy divertido. Siempre voy a tener algunos estudiantes, los profesionales, quienes darán un buen tirón de cuello y chasquearán con los dedos. Hablé con las personas estudiantes sobre cómo es una falta de respeto y que a veces no tienes que decir una sola palabra para meterte en muchos problemas.

Después de esa discusión están listos para el juego de roles. Le digo a una estudiante que la voy a reprender por no prestar atención y que quiero que pegue (chasquee) los labios y que gire los ojos. Le digo que voy a pedirle que ponga su nombre en la pizarra. Practicamos el ejercicio y todo el mundo entiende por qué su nombre se colocó en el tablero.

Una semana después, me di cuenta de que un niño golpeó y chasqueó y le dije que pusiera su nombre en el tablero y no oí ninguna discusión al respecto. Normalmente, si tratas de castigar a los niños por chasquear sus labios es como poner gasolina en un fuego. Los golpes se hacen más fuertes, los cuellos empiezan a sacudirse hacia adelante y hacia

atrás y todo el infierno está a punto de desatarse. Dejo que se sepa que en mi clase incluso el más pequeño chasquido o giro de ojos será castigado y me atengo a eso.

Había una chica llamada Shamitha en Harlem que tenía lo que yo llamo la enfermedad de las bofetadas. Si tenía que poner su nombre en la pizarra por alguna razón, se le escapaba una mueca. Fue como una acción involuntaria y ella ni siquiera se dio cuenta de que lo estaba haciendo. Yo diría: “Bien, ahora agrega una marca” y saldría otra mueca. Esto solía continuar hasta que tuvo detención. Pero, incluso entonces, nunca se enojó, porque sabía que no debía hacerlo.

Mi primer año como maestro le enseñé a una niña llamada Antoinkena que era una *pistol*. Su cabello estaba estirado hacia arriba en un punto en la parte superior de su cabeza y tenía ojos tan grandes como las nueces. Era la chica más baja de la clase. Pero, contaba con una presencia contundente y todos los demás estudiantes le tenían miedo y creo que algunas de las personas docentes también. Definitivamente, era difícil de controlar y su característica era estar chasqueando sus labios y girando sus ojos. Yo todavía era muy nuevo en el trato con los niños, por lo que cuando se chasqueó los labios y me puso los ojos en blanco, hice lo único que se me ocurrió: cogí una mano y me tiré todo el pelo en un punto, hacia ella. Podría no haber sido la mejor manera de manejar esa situación, no obstante, Antoinkena se congeló como una piedra y, definitivamente, atraje su atención. Me miró en *shock* por un minuto y luego sonreí y ella sonrió y después se empezó a reír. Al tratar con Antoinkena y niños como ella, a veces se necesitan algunas acciones inusuales para llamar su atención y hacer que se comporten. Al imitar su acción, de alguna forma funcionó y nunca tuve que lidiar con ella chasqueando sus labios de nuevo. Supongo que sabía que si lo hacía iba a devolvérselo.

Aunque esa táctica funcionó con Antiokena, obviamente no era la mejor manera de manejar la situación. Asegurarse de que los niños saben exactamente lo que se espera de ellos en términos de sus gestos y actitud y asegurarse de que son conscientes de las consecuencias para esos comportamientos es la mejor forma de evitar esas acciones.

4.2 The choice of a university degree in Teaching, Human Resources, Special Education Needs, Law and Computing Engineering, the university major, and the relationship with the gender of the students of the Florencio del Castillo University

"Admission to the University coincides with the increasingly abstract nature of intelligence and with the more conscious and precise will to get achievements. Society presents the individual with a range of possibilities and must choose the major that best suits his internal structure and social reality".

For this work, you can choose various topics to apply in statistics. In this case, the reasons why young people choose a university major and what gender predominates in such major (Teaching, Human Resources, Special Education Needs, Law, and Computer Engineering), will be discussed to find the necessary data to develop this research it will work with a sample of first-time students of 2019's first and second term of the Universidad Florencio del Castillo (University of Florencio del Castillo).

This topic was chosen because when teenagers decide what to study, they are uncertain of their choice and require a clear amount of time to define what to study (some people need more time than others). In addition, there has been a trend of a specific gender studying a major (more women than men choosing a major and vice versa). The necessary research results, it will determine the reason that most influences young people when deciding what to study and whether there is a trend of any gender in the selected major.

Task:

From the surveys carried out, discover the reason why young people decided to study the major

- Teaching, Human Resources, Special Education Needs, Law or Computer Engineering.
- Interpret the data obtained during the research using tables, percentages and graphs to determine the trend of a specific answer in the three questions and the gender trend in the five selected majors.
- Finding out whether the university major is independent or not independent of gender.

Planning:

To determine the reason for the choice of majors in Teaching, Human Resources, Special Education Needs, Law, and Computer Engineering; first, we will select the new students' groups of the first and second period of 2019 of each major to find the population for each of them.

From that data, the sample is going to be taken to know how many surveys to apply, which is important to obtain the necessary information for this research, a sample of students, per major is going to be taken to know how many students will be surveyed per major to immediately apply the surveys and start collecting the data requested; this to have the necessary information to start tabulating, graphing and analyzing it.

Once all the surveys have been applied, the primary data table will be developed to have a better count of the options marked by the survey and begin to develop the necessary procedures. The percentages of five genders per major will be taken to determine the gender trend in the five selected majors, it will be performed with a specific mathematical procedure.

Afterwards, a table will be made with all the data and then graphed separately for each gender, the pie chart will be used for a better representation of the collected data.

Then, for each question, a frequency table will be made and a graph will be made, either of bars or columns, to illustrate the information obtained and thus determine the trend of answers to each question and better analyze the data represented.

Finally, you will perform a chi-chart between each major and gender to check if it is independent of gender, this is important to discover if there is a trend on a specific gender in a major or several. These procedures are going to reach several conclusions to determine whether the vocational profiles in people were adequate to determine the choice by taste or if other factors influenced the decision, in addition to the influence of gender in the college major.

Information and measurements

For the development of the project, several sources were consulted to justify it. In this section, we will see examples of each of them.

- The choice of major: a decision of great importance It is very important for the orientation whose task is to properly direct the educator so that he can discover his attitudes, determine his vocation, and choose the type of work that will develop in their life. This advice should be addressed to young people before they start their journey. Vocational guidance and training are mutually dependent, the former must have the possibility of learning and the latter must have suitable applicants. Both serve the same purpose: that young people are satisfied with their chosen profession and that they can perform correctly in it.

- The importance of choosing your university major well "Family and social pressure generate in young people the illusion of a future of recognition and social prestige that comes through the effort and dedication of studying".

This quote shows that the influence of family and friends can harm the choice of a university major. Whether it's because they want you to study a major that generates a lot of income, tradition, or any other factor. The young man is overwhelmed by such elements that can cause them to choose a major that they like completely or not go with their vocational profile to look good in the family or "fit" in a group of friends.

- Motivation and major choice

Motivational influence is of particular importance, especially at the upper middle level, in which the lack of motivation originates in the student's apathy towards the reflection of personal implications, major, and, consequently, the absence of reasons to get involved and complete the chosen profession.

This shows that, if the young person chooses the wrong university major, based on the interests of other people or a greater need for money or another, they will not have enough motivation to finish it. I would not be satisfied and emotional and interpersonal problems would be triggered. However, if the person wisely decided on his major, they would have the necessary inputs to continue studying it with motivation.

The survey carried out by the first-time students of the previously selected courses will be attached.

International Baccalaureate

Diploma Program Mathematical Studies Project

The reason for choosing a university degree and the relationship with gender by students of the Florencio del Castillo University

The answers you give in this survey go to be used only for the academic purposes required for this project, so it will respect the anonymity and privacy of each student who completes it.

Mark with an x the answer that suits you.

Gender () Male () Female

2. What major do you study?

() Teaching

() Human Resources

() Special Education Needs

() Law

() Computer Engineering

3. Why did you decide to enter this major?

() Because he likes the major

() Because it was what my parents/family/outside wanted

() Out of necessity (money or other)

Thank you for your cooperation!

At the time when the university courses to be taken by the first-entry students to whom the survey was to be applied were selected, the total student population was 230, so it was necessary to take a sample of this population to determine the number of surveys to be applied. To find out the exact population to which the previously displayed survey was applied, the stratified sample formula was used.

$$n = \frac{N \cdot Z_a^2 \cdot p \cdot q}{d^2(N - 1) + Z_a^2 \cdot p \cdot q}$$

Where:

n= the sample to be determined

N= the total number of first-time students in the five selected courses

Z= confidence level p= probability of success

q= probability of failure

d= accuracy Immediately values were replaced to determine the sample of that population.

$$n = \frac{230 \cdot 1.96^2 \cdot 0.5 \cdot 0.5}{0.05^2(230 - 1) + 1.96^2 \cdot 0.5 \cdot 0.5} = 144$$

When determining the sample of first-time students from the five selected courses, the formula $nh = n/N$ was used, which determined the subtotal N per university major to find the number of surveys to be carried out per major.

Where:

nh= sample of students in a specific major

= general sample among the five majors

Nh= total population of the selected majors

N= total population with which you are going to work

1. Sample of first-time HR students

$$nh = 144 \cdot \frac{63}{230} = 39.4$$

2. Sample of first-time students in Special Education

$$nh = 144 \cdot \frac{5}{230} = 3$$

3. Sample of first-time undergraduate students Teaching

$$nh = 144 \cdot \frac{48}{230} = 30$$

4. Sample of first-time undergraduate students in Computer Science

$$nh = 144 \cdot \frac{50}{230} = 31$$

5. Sample of first-time law students

$$nh = 144 \cdot \frac{64}{230} = 40$$

Subsequently, the values obtained are summed to verify that the data correspond to the sample.

$$40 + 3 + 30 + 31 + 40 = 144$$

The survey data are presented below.

Obtained Data

Chart 1: First Data Chart

People encuestadas	Gender	Major	Why you choose this major?
1	Femenine	Special Education Needs	Because they like the major
2	Femenine	Special Education Needs	Because they like the major

3	Femenine	Special Education Needs	Because they like the major
4	Femenine	Human Resources	Because they like the major
5	Femenine	Human Resources	Because they like the major
6	Femenine	Human Resources	Because they like the major
7	Femenine	Human Resources	Because they like the major
8	Femenine	Human Resources	Because they like the major
9	Femenine	Human Resources	Because they like the major
10	Femenine	Human Resources	Because they like the major

11	Femenine	Human Resources	Because they like the major
12	Femenine	Human Resources	Because they like the major
13	Femenine	Human Resources	Because they like the major
14	Femenine	Human Resources	Because they like the major
15	Femenine	Human Resources	Because they like the major
16	Femenine	Human Resources	Because they like the mJOR
17	Femenine	Human Resources	Because they like the major
18	Femenine	Human Resources	Because they like the major
19	Femenine	Human Resources	Because they like the major
20	Femenine	Human Resources	Because they like the major
21	Femenine	Human Resources	Because they like the major
22	Femenine	Human Resources	Because they like the major

23	Femenine	Human Resources	Because they like the major
24	Femenine	Human Resources	Because they like the major
25	Femenine	Human Resources	Because they like the major
26	Femenine	Human Resources	Because they like the major
27	Femenine	Human Resources	Because they like the major
28	Femenine	Human Resources	Because they like the major
29	Femenine	Human Resources	Because they like the major
30	Femenino	Human Resources	Because they like the major
31	Femenine	Human Resources	Because they like the major
32	Femenine	Human Resources	Because they like the major
33	Femenine	Human Resources	Because they like the major
34	Femenine	Human Resources	Because they like the major

35	Femenine	Human Resources	Because they like the major
36	Femenine	Human Resources	Because they like the major
37	Femenine	Human Resources	Because they like the major
38	Femenine	Human Resources	Because they like the major
39	Femenine	Human Resources	Because they like the major
40	Masculine	Human Resources	Because they like the major
41	Masculine	Human Resources	Because they like the major
42	Masculine	Human Resources	Because they like the major
43	Femenine	Human Resources	For need (mone, among others)
44	Femenine	Computerv Engineering	Because they like the major
45	Femenine	Computer Engineering	Because they like the major
46	Femenine	Computer Engineering	Because they like the major

47	Femenine	Computer Engineering	Because they like the major
48	Femenine	Coputer Engineering	Because they like the major
49	Femenine	Computer Engineering	Because they like the major
50	Femenine	Computer Engineering	Because they like the major
51	Femenine	Compuyer Engineering	Because they like the major
52	Femenine	Computer Engineering	Because they like the major
53	Masculine	Computer Engineering	Because they like the major
54	Masculine	Computer Engineering	Because they like the major
55	Masculine	Computer Engineering	Because they like the major
56	Masculine	Computer Engineering	Because they like the major
57	Masculine	Computer Engineering	Because they like the major
58	Masculine	Computer Engineering	Because they like the major

59	Masculine	Computer Engineering	Because they like the major
60	Masculine	Computer Engineering	Because they like the major
61	Masculine	Computer Engineering	Because they like the major
62	Masculine	Computer Engineering	Because they like the major
63	Masculine	Computer Engineering	Because they like the major
64	Masculine	Computer Engineering	Because they like the major
65	Masculine	Computer Engineering	Because they like the major
66	Masculine	Computer Engineering	Because they like the major
67	Masculine	Computer Engineering	Because they like the major
68	Masculine	Computer Engineering	Because they like the major
69	Masculine	Computer Engineering	Because they like the major
70	Masculine	Computer Engineering	Because they like the major

71	Masculine	Computer Engineering	Because they like the major
72	Masculine	Computer Engineering	Because they like the major
73	Masculine	Computer Engineering	Because they like the major
74	Masculine	Computer Engineering	Because they like the major
75	Masculine	Law	Because they like the major
76	Masculine	Law	Because they like the major
77	Masculine	Law	Because they like the major
78	Masculine	Law	Because they like the major
79	Masculine	Law	Because they like the major
80	Masculine	Law	Because they like the major
81	Masculine	Law	Because they like the major
82	Masculine	Law	Because they like the major

83	Masculine	Law	Because they like the major
84	Masculine	Law	Because they like the major
85	Masculine	Law	Because they like the major
86	Femenine	Law	Because they like the major
87	Femenine	Law	Because they like the major
88	Femenine	Law	Because they like the major
89	Femenine	Law	Because they like the major
90	Femenine	Law	Because they like the major
91	Femenine	Law	Because they like the major
92	Femenine	Law	Because they like the major
93	Femenine	Law	Because they like the major
94	Femenine	Law	Because the like the major

95	Femenine	Law	Because they like the major
96	Femenine	Law	Because they like the major
97	Femenine	Law	Because they like the major
98	Femenine	Law	Because they like the major
99	Femenine	Law	Because they like the major
100	Femenine	Law	Because they like the major
101	Femenine	Law	Because they like the major
102	Femenine	Law	Because they like the major
103	Femenine	Law	Because they like the major
104	Femenine	Law	Because they like the major
105	Femenine	Law	Because they like the major
106	Femenine	Law	Because they like the major

107	Femenine	Law	Because they like the major
108	Femenine	Law	Because they like the major
109	Femenine	Law	Because they like the major
110	Femenine	Law	Because they like the major
111	Femenine	Law	Because they like the major
112	Femenine	Law	Because they like the major
113	Femenine	Law	Because they like the major
114	Femenine	Law	Because they like the major
115	Femenine	Teaching	Because they like the major
116	Femenine	Teaching	Because they like the major
117	Femenine	Teaching	Because they like the major

118	Femenine	Teaching	Because they like the major
119	Femenine	Teaching	Because they like the major
120	Femenine	Teaching	Because they like the major
121	Femenine	Teaching	Because they like the major
122	Femenine	Teaching	Because they like the major
123	Femenine	Teaching	Because they like the major
124	Femenine	Teaching	Because they like the major
125	Femenine	Teaching	Because they like the major

126	Femenine	Teaching	Because they like the major
127	Femenine	Teaching	Because they like the major
128	Femenine	Teaching	Because they like the major
129	Femenine	Teaching	Because they like the major
130	Femenine	Teaching	Because they like the major
131	Femenine	Teaching	Because they like the major
132	Femenine	Teaching	Because they like the major
133	Femenine	Teaching	Because they like the major

134	Femenine	Teaching	Because they like the major
135	Femenine	Teaching	Because they like the major
136	Femenine	Teaching	Because they like the major
137	Masculine	Teaching	Because they like the major
138	Masculine	Teaching	Because they like the major
139	Masculine	Teaching	Because they like the major
140	Masculine	Teaching	Because they like the major
141	Masculine	Teaching	Because they ike the major

142	Masculine	Teaching	Because they like the major
143	Masculine	Teaching	Because they like the major
144	Masculine	Teaching	Because they need money or among others

Source: Propper Elaboration

Mathematical Procedures

For the first mathematical procedure, the gender trend will be analyzed for each chosen university degree. This procedure will be developed as follows:

a) The number of men and women per major will be determined by counting the surveys conducted, which will be

- Teaching:
Female 22
Male: 8
- Human Resources
Female: 37
Male: 3
- Special Education Needs
Female: 3

Male: 0

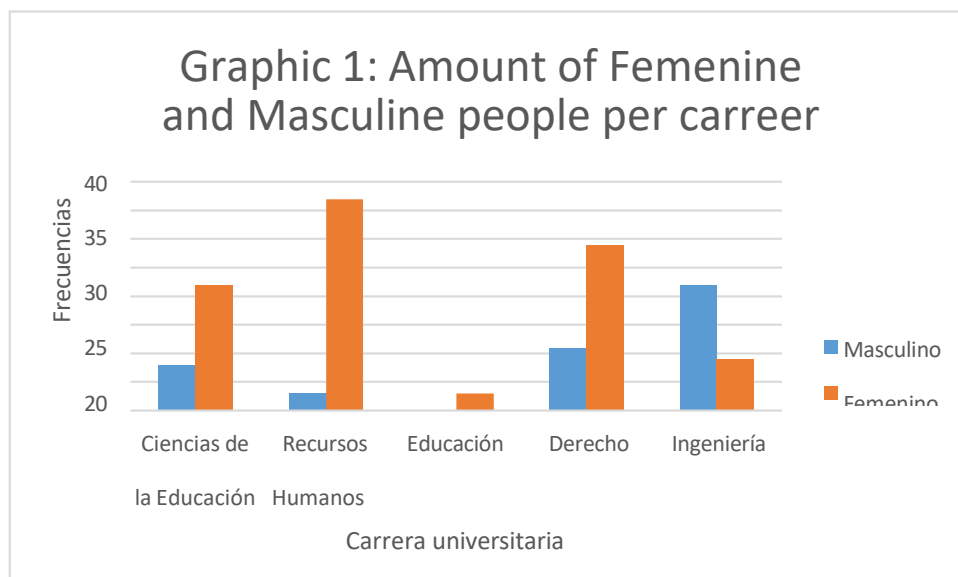
- Law
Female: 29
Male 11

- Computer Engineering
Female: 9
Male: 22

Table 2: Number of men and women per major

	Masculine	Femenine
Teaching	8	22
Human Resources	3	37
Special Education Needs	0	3
Law	11	29
Computer Engineering	22	9

Source Proper Elaboration



Source Proper Elaboration

This graph shows, in general, that more women are studying in three majors than men (Teaching, Human Resources, Law). In the case of Special Education Needs women are learning and in the only major where more men are studying than women is Computer Engineering. This can be given either by the subjects taught in the majors and the field of work is more interesting for one gender than for another, as seen in the contrast of data in Special Education Needs and Computer Engineering.

b) With this information, the percentages will be drawn by making a rule of three for each gender in their respective major as follows:

$$\frac{\text{Cantidad total de personas en la carrera}}{\text{Porcentaje total de las personas en la carrera}} = \frac{\text{Cantidad de mujeres u hombres en la carrera}}{\text{Porcentaje de mujerees u hombres en la carrera}}$$

- Calculation of the percentage of genders in Teaching
Feminine

$$\frac{30}{100} = \frac{22}{x} \Rightarrow x = \frac{22 \cdot 100}{30} \Rightarrow x = 73.33333333...$$

- Masculine

$$\frac{30}{100} = \frac{8}{x} \Rightarrow x = \frac{8 \cdot 100}{30} \Rightarrow x = 26.66666667...$$

- Calculation of the percentage of Human Resources genders

Femenine

$$\frac{30}{100} = \frac{22}{x} \Rightarrow x = \frac{22 \cdot 100}{30} \Rightarrow x = 73.33333333\dots$$

Masculine

$$\frac{40}{100} = \frac{3}{x} \Rightarrow x = \frac{3 \cdot 100}{40} \Rightarrow x = 7.5$$

- Calculation of the percentage of Special Education Needs genders

Femenine

$$\frac{3}{100} = \frac{3}{x} \Rightarrow x = \frac{3 \cdot 100}{3} \Rightarrow x = 100$$

Masculine

This is not counted because the population is only women

- Calculation of the percentage of gender of Women in Law

Femenine

$$\frac{40}{100} = \frac{29}{x} \Rightarrow x = \frac{29 \cdot 100}{40} \Rightarrow x = 72.5$$

Masculine

$$\frac{40}{100} = \frac{11}{x} \Rightarrow x = \frac{11 \cdot 100}{40} \Rightarrow x = 27.5$$

- Computer Engineering Gender Percentage Calculation

Femenine

$$\frac{31}{100} = \frac{9}{x} \Rightarrow x = \frac{9 \cdot 100}{31} \Rightarrow x = 29.03225806$$

Masculine

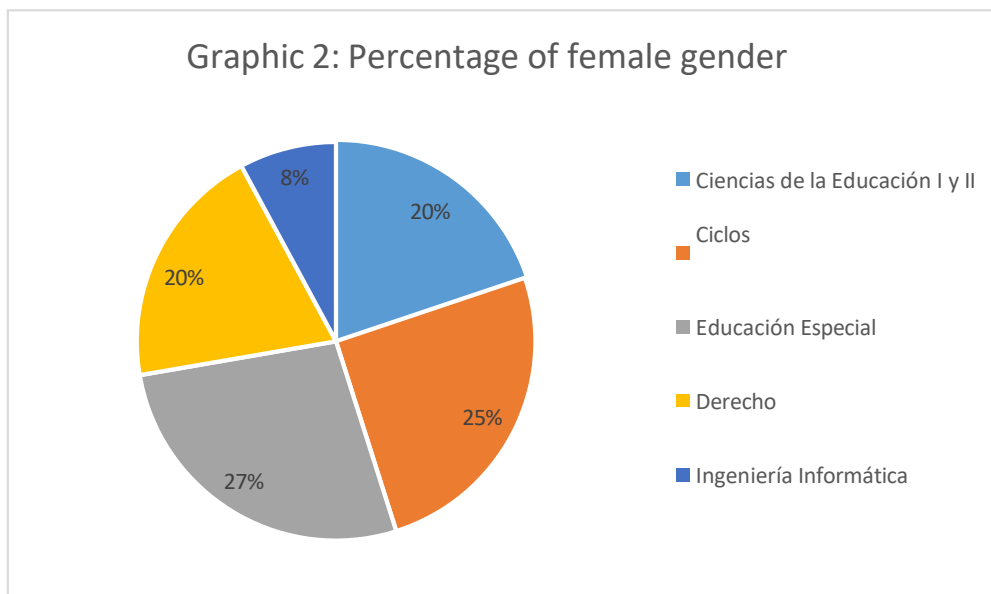
$$\frac{31}{100} = \frac{22}{x} \Rightarrow x = \frac{22 \cdot 100}{31} \Rightarrow x = 70.96774194...$$

c) After calculating the percentages of each race by gender, we proceed to make two tables with the data obtained and make a graph of each table with this information.

Table 3: Percentages of the femenine gender in the population.

Majors	Percentages of the female population
Teaching	73
Human Resources	93
Special Education Needs	100
Law	73
Computer Engineering	29

Source Proper Elaboration



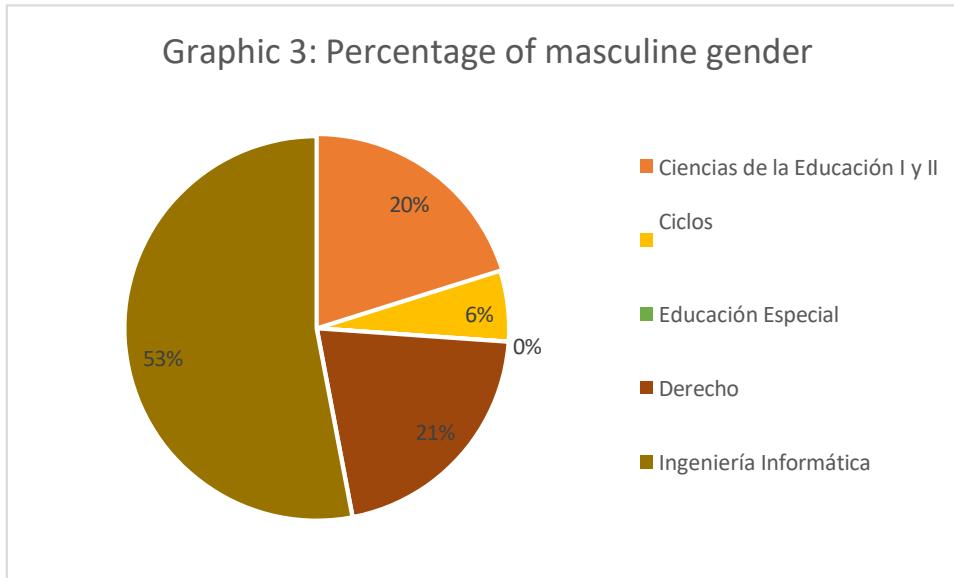
Source Proper Elaboration

The graph shows a greater tendency for women to study majors such as special education needs, human resources, or law. This follows from the widespread vocation of gender towards majors related to the Social Sciences and Education, including in the Administration. In contrast, considering vocations and skills, it is a reason why not many are studying Informatic Engineering.

Table 4: Percentage of the masculine gender in the population.

Majors	Percentage of the masculine gender
Teaching	27
Human Resources	8
Special Education Needs	0
Law	28

Source: Proper Elaboration



Source: Proper Elaboration

Figure 3 shows a different male trend concerning the university degree they are studying. Most are in the Computer Engineering major, while the others are divided into the remaining majors. Human Resources is the profession with less representation of men and Special Education Needs than no men. The idea of the widespread vocation by gender is taken up, in which in this case there is a greater tendency in this genre by majors related to technology and mathematics.

From what can be seen in the charts and graphs presented above, in most majors there is a female trend over the male, except in Computer Engineering, where 71% is male and 29% is female. Several conclusions can be drawn from

these data. The first I that more women study the selected majors at this university than men: is because of the gender trend; this figure can be altered if the population of the university in total is included, reaching to approve the conclusion given or refuting it. The second conclusion is that there is a gender trend for each major, despite having gender representation in these, Special Education Needs is the exception; because there are only women. This is not to say that there are majors for each gender, but that there are several trends in the tastes of both genders, so it is given that men will be interested in majors that are related to technologies and mathematics, while women are more attracted to administration or education, with exceptions in each case.

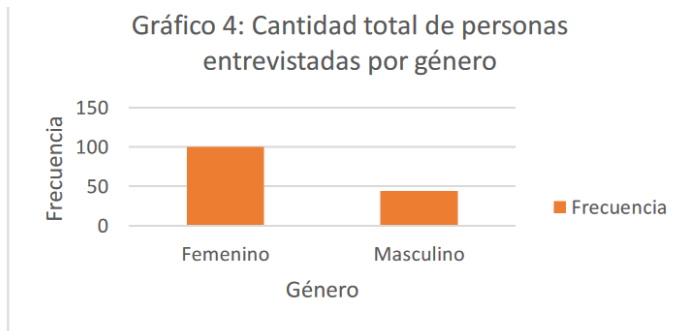
For the second mathematical procedure, the primary data chart is used to make a frequency table for each question to analyze the results in more depth. It will be carried out as follows:

- a) Gender: the frequency table will be prepared and filled with the data obtained; later, the graph will be made.

Table 5: Total number of persons interviewed by gender

Gender	Frequency
Femenine	100
Masculine	44

Source Proper Elaboration



Source: Proper Elaboration

Along with the above analysis of the gender trend by major, this time the overall gender trend of the 144 students surveyed is visualized on a large scale. The gender gap is considerable, with 100 women and 44 men surveyed. This figure was influenced by the number of students enrolled in the courses, where each classroom where the surveys were to be applied had a female majority, with the only exception of the Informatic Engineering courses visited. This information supports the above conclusion, which indicates that in total there were more women enrolled in these university majors than men.

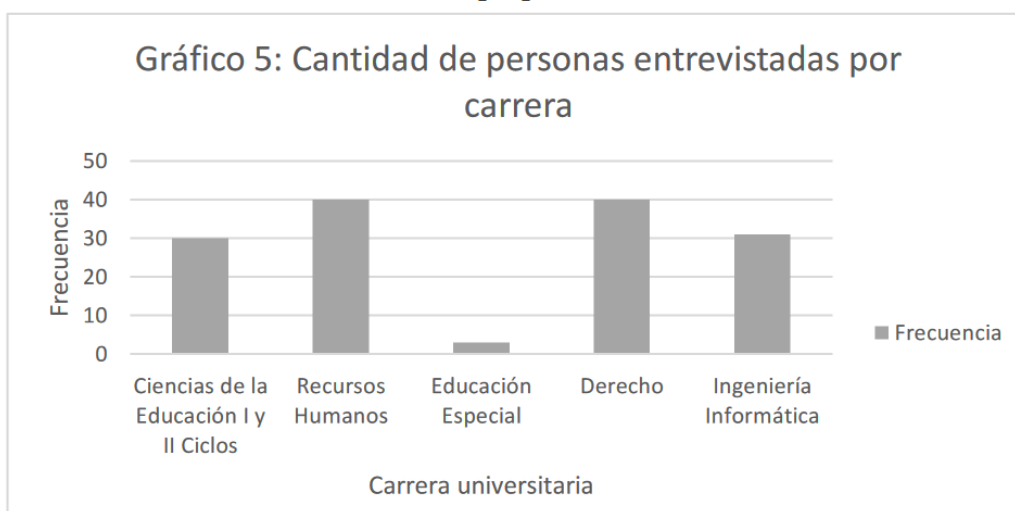
- b) Race: the frequency table will be prepared and filled with the data obtained;
later

Table 6: Amount of people interviewed per major

Major	Frequency
Teaching	30
Human Resources	40
Special Education Needs	3
Law	40
Computer Engineering	31

Source: Proper Elaboration

Fuente: Elaboración propia



As already indicated in the sample taken for each major to know how many students were going to apply the survey. The majority of students are in Law and Human Resources, followed by Computer Engineering, teaching, and Special Education Needs respectively. Even so, it is visualized that first-time students are more interested in majors such as Law or Human Resources, which are majors focused on the Social Sciences and administration, Special Education Needs is not very attractive to students as is Teaching. It follows that, with the academic offer of the university, students are directed to majors related to Social Sciences and Administration Education or Informatics, based on their vocational interests.

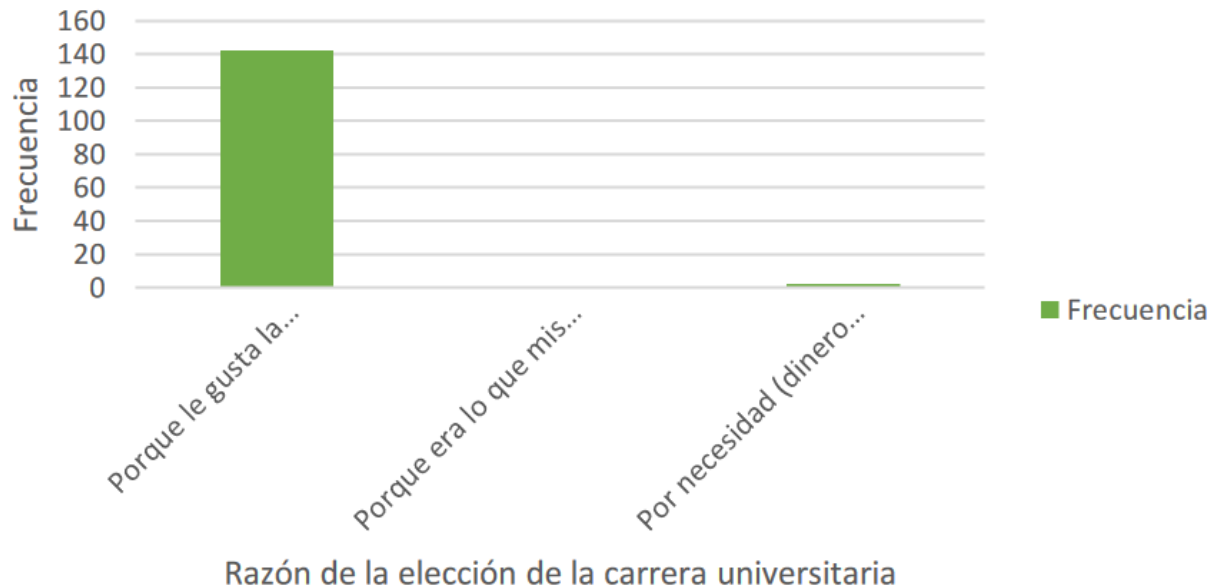
- a) Why do I enter the major? The frequency table is to be drawn up and filled with the data obtained; the graph is then drawn up.

Table 7: Reason for Choosing a university major

Why you chose the major?	Frecuencia
Because they like the major	142
Because is what my parents wanted	0
Because of need (money o among others)	2

Source: Proper Elaboration

Gráfico 6: Razón de la elección de la carrera universitaria



Source: Proper Elaboration

The third question shows interesting data, where the trend is clearly the first answer: because he likes the major; the second answer none of the respondents marked it and the third answer was marked by only two people. It is visualized that the vocational profile process was carried out in the right way so that, when students enrolled in the university knowing the academic offer, they made a decision based on their interests, and developed skills and affinities that will lead them to have a good experience during the race. Finally, the two that marked studying a major necessity are the minority where people who study a major to get work fast or to supplement another profession they have, but their weight is not as significant as that of the 142 students who scored that they liked the major they were studying. For the last

mathematical procedure, the chi-chart is to be performed, firstly, the hypotheses are going to be raised: H0: the university degree is independent of the genre. H: the university major is not independent of gender. Next, the chi-square table will be made, omitting Special Education, since it only corresponded to three surveys and there is only one registered gender.

Source: Proper Elaboration Table 8: Chi-chart

	Femenine	Masculine	Total
Teaching	22	8	30
Human Resources	37	3	40
Law	29	11	40
Computer Engineering	9	22	31
Total	97	44	141

Level of significance: 0.05

After you have made the table, the expected values of all the data are extracted with the following formula

$$fe = \frac{\text{Total de columna (para dicha celda)} \cdot \text{Total de la fila (para dicha celda)}}{\text{Total}}$$

36

I. Teaching

Femenine

$$22 = \frac{97 \cdot 30}{141} = 20.63829787\dots$$

Masculine

$$8 = \frac{44 \cdot 30}{141} = 9.361702128$$

II. Human Resources

Femenine

$$37 = \frac{97 \cdot 40}{141} = 27.5177305\dots$$

Masculine

$$3 = \frac{44 \cdot 40}{141} = 12.4822695$$

III Law

Femenine

$$29 = \frac{97 \cdot 40}{141} = 27.5177305$$

Masculine

$$11 = \frac{44 \cdot 40}{141} = 12.4822695$$

IV Computer Engineering

Femenine

$$9 = \frac{97 \cdot 31}{141} = 21.32624113$$

Masculine

$$22 = \frac{44 \cdot 31}{141} = 9.673758865$$

Table 9: Table of expected values

	Femenine	Masculine
Teaching	20. 63829787	9. 361702128
Human Resources	27. 5177305	12. 4822695
Law	27. 5177305	12. 4822695
Computer Engineering	21. 32624113	9. 673758865
Proper Elaboration		

Subsequently, the degrees of freedom are taken out with the following formula:

$$df = (\text{cantidad de filas} - 1) \cdot (\text{cantidad de columnas} - 1)$$

Next, proceed to make the chi- chart (χ^2) with the following formula:

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where

f_o = valor en la tabla

f_e = valor esperado

$$\begin{aligned}
>: & \frac{(22 - 20.63829787)^2}{20.63829787} + \frac{(8 - 9.361702128)^2}{9.361702128} + \frac{(37 - 27.5177305)^2}{27.5177305} \\
& + \frac{(3 - 12.4822695)^2}{12.4822695} + \frac{(29 - 27.5177305)^2}{27.5177305} \\
& + \frac{(11 - 12.4822695)^2}{12.4822695} + \frac{(9 - 21.32624113)^2}{21.32624113} \\
& + \frac{(22 - 9.673758865)^2}{9.673758865} = 33.84493416
\end{aligned}$$

The value of p is then calculated in the calculator:

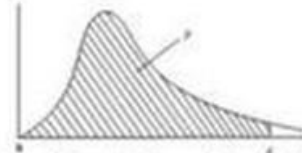
$$p = 2.1362842 \dots$$

Finally, the table of chi-chart values (searched on internet) is revised to determine the critical value and accept or reject the null hypothesis. This will be done by looking in this table for the critical value and the level of significance.

TABLA PARA VALORES DE CHI-CUADRADO CRÍTICO

Valores críticos de la distribución χ^2 (tema 6.9)

$$p = P(X \leq c)$$



p	0,005	0,01	0,025	0,05	0,1	0,9	0,95	0,975	0,99	0,995
1	0,00004	0,0002	0,001	0,004	0,016	2,706	3,841	5,024	6,635	7,879
2	0,010	0,020	0,051	0,103	0,211	4,605	5,991	7,378	9,210	10,597
3	0,072	0,115	0,216	0,352	0,584	6,251	7,815	9,348	11,345	12,838
4	0,207	0,297	0,484	0,711	1,064	7,779	9,488	11,143	13,277	14,860
5	0,412	0,554	0,831	1,145	1,610	9,236	11,070	12,833	15,086	16,750
6	0,676	0,872	1,237	1,635	2,204	10,645	12,592	14,449	16,812	18,548
7	0,989	1,239	1,690	2,167	2,833	12,017	14,067	16,013	18,475	20,278
8	1,344	1,646	2,180	2,733	3,490	13,362	15,507	17,535	20,090	21,955
9	1,735	2,088	2,700	3,325	4,169	14,684	16,919	19,023	21,666	23,589
10	2,156	2,558	3,247	3,940	4,865	15,987	18,307	20,483	23,209	25,188
11	2,603	3,053	3,816	4,575	5,578	17,275	19,675	21,920	24,725	26,757
12	3,074	3,571	4,404	5,226	6,304	18,549	21,026	23,337	26,217	28,300
13	3,565	4,107	5,009	5,892	7,042	19,812	22,362	24,736	27,688	29,819
14	4,075	4,660	5,629	6,571	7,790	21,064	23,685	26,119	29,141	31,319
15	4,601	5,229	6,262	7,261	8,547	22,307	24,996	27,488	30,578	32,801
16	5,142	5,812	6,908	7,962	9,312	23,542	26,296	28,845	32,000	34,267
17	5,697	6,409	7,568	8,675	10,084	24,769	27,597	30,191	33,409	35,718

Critical value: 0.352

To determine whether the null hypothesis is accepted or rejected, this equation is used

$$\chi^2 < \text{valor crítico}$$

$$33.84493416 > 0.352$$

33.8 > 0.352, therefore, we reject the null hypothesis. There is sufficient evidence to conclude that the university major is not independent of gender.

Conclusion

Apparently in the analysis of the surveys, the conclusions raised during the development of the work, and the final mathematical procedure, several aspects can be concluded. First, the vocational profile of the surveyed students was carried out appropriately. This is seen by the answers of the students, where most indicated that they liked their major and so they studied it. Also, there was no answer where they admitted that they chose the major by pressure of external, the only variation presented was by those who answered that they studied the major in which they were for money. This demonstrates the authority and safety of first-time students when selecting their university degree.

Then, from the selected sample, it was found that women are generally more interested in university majors related to social sciences and administration than men are more interested in majors related to engineering and technology; however, exceptions to these cases should be taken into account. This figure can be altered by the respondents, a considerable number of women answered more surveys than men.

Taking into account the persons interviewed, it is also seen that more women are studying than men, since they were the majority of the population in the courses visited to carry out the surveys, except courses in Computer Engineering. In addition to that, there were more students in majors such as Law and Human Resources, knowing that they are saturated majors and every year there are a lot of students studying these.

On the other hand, several analyses determined that the university major does depend on gender. Although there are exceptions to the hypothesis, both genera have several

characteristics that make them develop in one race or another, because most follow the same pattern of tastes with their varieties. In this way, it was also determined that, in these five majors, there are more first-time women studying than men, data that are seen in four of the five university majors surveyed. This helps to determine the dependence of gender in the university majors, leaving aside stereotypes and relying only on the data presented in this work.

Finally, based on the results and conclusions given, it is believed that not only was the vocational choice of the interviewees successful but that the two genders tend to choose certain vocational areas and majors; so, it is common to say that some professions are for women and others for men. Still, despite this widespread idea, there are exceptions to these patterns and this is what makes vocational choices interesting and complex, because beyond the trend of women and men towards different majors, what prevails are personal tastes and vocations, which is why there is a variety of genres in university majors.

Validity

This research is valid since how information and mathematical procedures were obtained, both simple and advanced, are appropriate according to the proposal of this written work. The percentages obtained, the graphs made and the chi-chart test provided for the establishment of the conclusions presented above. With respect to these data, they are suitable for research and the calculations to reach these were successfully achieved; they can be interpreted meaningfully and be analyzed in the best way.

Despite the success with which he carried out the work, one of the limitations encountered is that, when applying the surveys, students may have lied in the third question where the reason for the choice of university major is mentioned. For future research on the subject, it is recommended to work with different university majors and break down in detail the options for the reason for the choice of major, to provide more concrete answers on the subject and greater possibility of variation.

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4.3 To what extent was the figure of President Juan Rafael Mora Porras essential to overcoming filibusterism in the National Campaign of 1856?

Criterion A: Analysis and discussion of sources

The event of the 1856 Campaign is well remembered by Costa Rican population for the heroism of the soldiers, for not letting themselves be defeated by the filibusters who wanted to colonize Latin America, and for maintaining the national identity. One of the great precursors of this identity and the victory over the filibusters was the president of the time; Juan Rafael Mora Porras, also known as Juanito Mora. He was a well-loved president who took great actions for the homeland and its citizens in economic affairs and international relations, in addition to his persistent struggle against the filibusterism that he intended to establish in the country. To find out why the figure of President Mora was so important in defeating the filibusterism developed by William Walker in 1856, several sources will be used to support this statement and answer concretely the question of investigation: To what extent was the figure of President Juan Rafael Mora Porras essential to overcoming filibusterism in the National Campaign of 1856?

The first source is a book "The Hidden Side of President Mora" published in 2010, written by the Costa Rican historian and journalist Armando Vargas Araya, that is relevant to the investigation, the author recounts every detail of the life of the president, the measures he took to move Costa Rica forward as a nation, the relations he had with other countries in economic matters, and, of course, their struggles to prevent the filibusters from taking over Costa Rican territory.

Its historical value is significant because a wide variety of facts are reported to help to understand this figure, its motivations, and actions; besides that the language used is not complicated to understand. The limitation found in the book was some data that the author details and distorts when analyzing the document.

The second source is the book "El libro del Héroe" by Luis Dobles Segreda, published in 2006. This book contains speeches and statements that were given during the National Campaign, one of those statements is by William Walker, the filibuster leader who wanted to take over the Latin American territory.

The value of the source is remarkable, as it gives the research a different view of the Battle of Rivas. It can be observed the contrasts of views and objectives of both sides. However, a limitation of the source is that, of all the testimonies presented, William Walker's was the most relevant to use in this research, by the approach of the topic to be addressed, for the other documents spoke of other general themes of the National Campaign.

Criterion B: Research

Each country has its important figures who have made a real change in their nation and who marked a before and after in history. President Mora not only fought against William Walker, but he also faced an ideology that threatened his homeland and took away everything that characterized the land. he protected and worked for his country more than many others who took his place and is a figure of pride in Costa Rican politics

Juan Rafael Mora Porras (1814-1860) was president of Costa Rica on two occasions, where in the second government one the most remarkable war in the history of the Central

American country was unleashed. Before this event, as a young man, he was a businessman and got his iconic nickname from what is explained in the following quote: "The young Mora, who was already beginning to call himself 'don Juanito', full business, on his account" (Rodríguez, 2012, p. 37). His reputation as a businessman is the first step to mark the path of his importance in Costa Rican politics and his fight against filibusters.

In this period, the United States government supported the ideals of William Walker, since his expansionist ideas, this entity had similar thoughts; as mentioned in the following fragment:

Thomas Jefferson considers it "impossible not to foresee distant times when our rapid multiplication will expand us beyond the present limits and will cover the entire north even the south of the continent, with a population that speaks the same language, be governed similarly with similar laws, (...) without spot (black) or mixture (racial) on the surface" (Vargas, 2010, p. 85).

The Americans for centuries had expansionist ideals that they wanted to carry out, this taking into account that there would be no miscegenation; a complete domination of this northern country. The following quote illustrates the United States's plan to dominate Central America. The background to this situation is the 1855 elections in Nicaragua, which brought a civil war to the discontentment of the population. The United States saw this event as an opportunity and intervened with the excuse of "bringing peace" to this country when its real intentions were to dominate its territory and continue expanding south.

Marcy, in consultation with President Franklin Pierce and Pierre Soulé (...), decided to accept the Wheeler plan to support an expedition of irregular (unofficial) military forces in support of León's liberals, whose leader would have the mission of pacifying Nicaragua (...) and, finally, achieve the union of the Central American countries whose rulers agreed by consensus to be part of the American Union under southern rule (Sánchez, 2010).

What this quote denotes is the thirst of the US government for power and territory. With the excuse that Nicaragua is "more peaceful," it intends to dominate all the territories of this sector of the continent. The feeling of greatness make him believe that he can dominate everything in his path; however, they were not expected that these territories would spill blood to protect their nations.

Faced with these threats and the advance of filibusterism in Central America, strategic measures had to be taken to defend Costa Rica. According to San, President Mora and Bishop Anselmo Llorente called to arms to defend the homeland and the population mobilized to fight against those who threatened their independence. These battles (Santa Rosa, Rivas, and the San Juan River) made the population welcome the soldiers with joy and with an atmosphere of victory, promoted nationalism and the prestige of the military chiefs increased along with the army's representation of the interests of Costa Rican society (San, 2007). Moreover, during the war period, it was said that " President Mora is (...) 'the idol of the soldiers whom he treats as sons or friends'" (Vargas, 2010, p. 100). This shows that, during the battle, Costa Rican soldiers were not alone, because the president was always on his side to defend their homeland.

Despite the emotion and nationalism of Costa Ricans, several sectors disagreed with the statement made by the president. "The president's decision of going to war was not shared by all members of the upper class. Several people thought that a defensive rather than an offensive strategy should be chosen" (San, 2007). It follows that such people were afraid of the ravages of war or that because they were part of the upper class, they did not like the idea of losing the middle and lower class, its workers, in a battle. However, ignoring such comments from the wealthier, the president continued with the plan to defend the country from the filibuster invasion.

Filibusterism was a real threat, as it meant that Costa Rica would return to being the colony of another country, its independence was at stake shortly after it had been proclaimed independent in 1821. "'The destruction of filibusterism', explains President Mora, 'is in the veneers that nourish this hydra'" (Vargas, 2010, p. 94). President Mora would not let his nation's efforts be tarnished by the wishes of another territory. Costa Rican nationalism was stronger than any invasion. At the end of the Battle of Santa Rosa, President Mora declared in a letter: "Such is the happy success that the brave defenders of Central American independence have achieved. When comparing the great results that must come from this material and moral victory, short is the loss that we have suffered" (Luzio, 2010). President Mora was proud of his army and the defense of the homeland and Costa Rican sovereignty, even though the battle against filibusterism was not over.

The battles were leaving a drain on Costa Rican troops, which was dangerous if the filibusters decided to continue with their conquests. "President Mora suspends military operations, although he vows to return to the attack as soon as possible. He persists in his decision to remove filibusterism from the isthmus" (Vargas, 2010, p. 172). This, like other

statements, demonstrates the love that President Mora had for his country, he was going to defend it in every way he could to preserve it as an independent republic.

During the Battle of Rivas, there were many threats to both sides. Both Americans and Costa Ricans were defending their territory and preparing to attack the enemy, as William Walker states in the following passage:

When Colonel Fry came with his reservation, he worried that he would give a load on the street to the house occupied by Mora; but Fry and then Kewen (...) tried in vain to bring the soldiers to the attack (...) they would need days to evict the Costa Ricans from the houses they occupied (...) It was evident that Mora was in great trouble, because several times, during the day, Costa Rican troops brought from San Juan and the Virgin were seen entering Rivas. The President concentrated all the forces he had in the department to repel the Americans (Segreda, 2006, p. 83 and 84).

William Walker, the leader of the filibusters, had his target set on President Mora. The reason is that he, as a political and diplomatic figure, sent his troops to strategic points to defend himself; moreover, he did so together with the Costa Rican military chief General Braulio Carrillo. Therefore, it shows that President Mora worked as a team for the same purpose, without seeking recognition and fame, but for Costa Rican freedom.

The image of President Juan Rafael Mora Porras was decisive in the fight against filibusterism, as the following quote states. "In all the memory policies related to the war against William Walker, Juan Rafael Mora is the character who has received the most attention" (Ortega, 2015). However, with the help of other entities and the Costa Rican army, they did not take away their sovereignty, their freedom and their independence. That group of people, led by President

Mora, protected until the last drop of blood was shed on their beloved Costa Rica. Thus, it is evident that Juan Rafael Mora Porras was essential to defeat filibusterism in the 1856 Campaign.

Criterion C: Reflection

This research was one in which several elements were considered for elaboration. The sources selected for this work were chosen with caution since there was a lot of information on the subject, which was a challenge faced in the data search process. Each source cited was essential to form a critical point of view on the subject and to answer the research question correctly, whether primary or secondary.

The existing inquiry on this subject is very broad and varied. This is because the National Campaign is an issue that has a wide range of sources; therefore, all sources referring to President Juan Rafael Mora Porras are very varied and with valuable information. However, as there was an excess of data, many of the sources consulted before selecting those used in the research were very general until they did not touch on the specific topics necessary for this written work. Therefore, a rigorous reading of the sources consulted was required to determine whether they would be cited or discarded.

From the above, the importance and significance of the work of historians is analyzed. The challenges in the search for exhaustive information relevant to the investigations they carry out. When researching data on a specific topic, they can find a wide variety of sources or very few of these, written by recognized authors or not; besides that, they can be primary or secondary and they have to know the age of this. They must also ensure that the source consulted is true, to provide the population with an investigation with the most reliable information possible. So, historians do an arduous job of researching historical events and publishing their research.

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Chapter V

Data Analysis

This chapter is going to be focused on the data analysis of the translated texts; for this reason, it is important to clarify that the “Data analysis is the practice of working with data to glean useful information, which can then be used to make informed decisions” (Staff, 2024).

5.1 Analysis and interpretation of the results

The Essential 55: An Award- Winning Educators’ Rules for Discovering the Successful student in Every Child.

Introducción

Paragraph 1

Her name was Mudder. She loved *Guiding Light*, collards, and snuff, and she was my grandmother. Mudder stood right at five feet, but when she placed her hands on her hips, she was the tallest person in the room. She was definitely a lady who didn’t put up with any nonsense, and she was respected by everyone around her; poor the person who had to learn that the hard way. As I grew up, she lived with my family and had a strong impact on who I am today. She’s one of the reasons that I feel so strongly about these fifty-five expectations I have of my students, as well as, all people. She, along with my parents, gave me a true Southern upbringing, which included respect, manners, and appreciation of others.

Su nombre era Mudder. Le encantaba Guiding Light, la col, la manteca y el rapé y era mi abuela. Cuando Mudder colocaba sus manos sobre sus caderas era la persona más alta de la habitación. Ella era definitivamente una dama, nunca soportó ninguna tontería y era respetada por todos a su alrededor; pobre quien tuvo que aprender esto de la manera difícil. Mientras crecía, vivió con mi familia y tuvo un fuerte impacto en quién soy hoy. Ella es una de las razones por las que me siento tan seguro a las cincuenta y cinco reglas de mis estudiantes, así como al resto de personas. Ella, junto con mi padre, me dio una verdadera educación sureña, que incluía respeto, modales y aprecio por los demás.

Paragraph 2

In addition to those ideals, I was shown how to enjoy life, take advantage of opportunities, and live every moment to the fullest. I was very fortunate to be surrounded by family members who were excellent examples of how life should be lived and not taken for granted.

Además de esos ideales, se me mostró cómo disfrutar de la vida, aprovechar las oportunidades y vivir cada momento al máximo. Tuve mucha suerte de estar rodeado de miembros de la familia que eran excelentes ejemplos de cómo debe vivirse la vida y no darla por sentado.

Paragraph 3

I have used these lessons with much success with my students, but they are not only for children; most of the fifty- five items listed here can apply to anyone, young and old, from the housewife to the doctor, the politician to the waiter, and everyone in between. These lessons are

about how we live, interact with others, and appreciate life, and, therefore, they speak to everyone.

He usado estas lecciones **exitosamente** con mis estudiantes, pero no son solo para niños. La mayoría de **las 55 reglas** que se enumeran aquí pueden aplicarse a cualquiera, joven y viejo, desde la ama de casa hasta el médico, el político hasta el camarero **y todos los demás**. **Esta lección es acerca de cómo vivimos e interactuamos con otros, apreciamos la vida y, por lo tanto, nos hablan a todos.**

Paragraph 4

In some ways, it is a fifty-five-step plan. The steps, however, are not sequential, they are all explained, practiced, and enforced from day one in the classroom. At the end of the year, I like to say that my students are “polished”. I know I can take them anywhere, put them in any situation, and present them with any lesson because they are at a point where they are receptive to learning and eager to experience life.

Es un plan de cincuenta y cinco pasos, cierto modo. No obstante, los pasos, no son secuenciales; **todos se explican y aplican desde el primer día en el salón de clase. Al final del año, me gusta decir que mis estudiantes están “pulidos”. Sé que puedo llevarlos a cualquier lugar, ponerlos en cualquier situación y prepararlos con cualquier lección, porque están en el punto donde son receptivos al aprendizaje y están ansiosos por experimentar la vida**

Paragraph 5

As you go through the list, there are some rules you may like and decide to use with students and children in your life, and there may be some that don't inspire you. We all have

different levels of tolerance when it comes to the behavior of children, and we all have different levels of expectations for ourselves and others. I offer these rules as suggestions, as tried-and-true methods that have served my students well. I hope you find them useful.

A medida que revisas la lista, hay algunas reglas que quizás te gusten y decidas usar con los estudiantes y niños en tu vida y puede haber otras que no te inspiren. Todos tenemos diferentes niveles de tolerancia cuando se trata del comportamiento de los niños y todos tenemos distintos niveles de expectativas para nosotros mismos y los demás. Ofrezco estas reglas como sugerencias, como métodos comprobados (prueba y error) que han hecho bien a mis estudiantes. Espero que les resulten útiles.

Paragraph 6

Keeping eye contact is something that many people find hard to do, but it is important when you are trying to get your point across to people and show them you are serious about what you are saying. For example, if you go in to talk to your boss and ask for a raise, he is going to be far more likely to take you seriously if you are looking him in the eyes rather than glancing downward. If you are making business proposal, people will be more likely to trust you and believe in your ideas if they see that you are confident, sure of yourself, and making eye contact with them.

Mantener el contacto visual es algo que muchas personas encuentran difícil de hacer, pero, es importante cuando se está tratando de mostrar a otras personas su seriedad acerca de lo que se está diciendo. Por ejemplo, si usted en una charla con su jefe le pide un aumento es mucho más probable que su jefe lo tome en cuenta si usted está mirándolo a los ojos en lugar de mirar hacia abajo. Si usted hace una propuesta de negocios, es más probable que la gente confíe

en usted y crea en sus ideas si ven seguridad en sí mismo, además de hacer contacto visual con ellos.

Paragraph 7

No matter how we are interacting with others around us and regardless of what we are saying, we will be taken more seriously and our actions will be much more appreciated if they come with eye contact.

No importa como estamos interactuando con los demás a nuestro alrededor y sin importar lo que estamos diciendo, seremos tomados más en serio y nuestras acciones serán mucho más apreciadas si están acompañadas de contacto visual.

Paragraph 8

Rule 3

If someone in the class wins a game or does something well, we will congratulate that person. Claps should be for at least three seconds in length with the full part of both hands meeting in a manner that will give the appropriate clap volume. (I know stating that way makes me sound like a nut, but the kids love it.)

Regla 3

Si alguien de la clase gana un partido o hace algo bien, felicitaremos a esa persona. Los aplausos deben durar al menos tres segundos, con ambas manos reuniéndose, de manera que produzca el volumen adecuado para el aplauso (sé que al decirlo así sueno como un loco, pero a los niños les encanta).

Paragraph 9

Sometimes students start to clap for someone's comment or score that might not necessarily deserve applause. The rule is, if a few students start to clap, we will all start to clap. Apparently, those who started to clap saw something they appreciated. It would be far worse to have only a few weak claps than for us all to clap for something that might not be worthy.

A veces, los estudiantes empiezan a aplaudir por el comentario o puntaje de alguien que no necesariamente merece un aplauso. La regla es que si unos pocos estudiantes empiezan a aplaudir, todos empezaremos a aplaudir. Aparentemente, aquellos que comenzaron a aplaudir vieron algo que apreciaron. Sería mucho peor tener solo unos pocos aplausos débiles a que todos aplaudan por algo que podría no ser digno.

Paragraph 10

As one teacher in a classroom that contained thirty-seven students, it was near impossible to give all of the students the attention and praise they deserved. It made it a lot easier when I had a classroom of students who were constantly looking to applaud each other's achievements. Acknowledgment from the teacher is always appreciated, but praise from a student's peers can have a much greater impact.

Como un maestro en un aula con 37 estudiantes, era casi imposible dar a todas las personas la atención y el elogio que merecían. Se hizo mucho más fácil cuando tenía un salón de clase que constantemente buscaban aplaudir los logros de los demás. El reconocimiento del maestro siempre se aprecia. Pero, los elogios de los compañeros de un estudiante pueden tener un impacto mucho mayor.

Paragraph 11

Teachers who visit my classroom always comment on how I have my students' grades posted around the room. This seems a bit unorthodox because teachers are usually told to keep grades confidential in order to spare students' feelings. I have found that sharing the grades with the entire class can be a very positive experience, in the right type of environment.

Los maestros que visitan mi aula siempre comentan cómo hago para publicar las calificaciones de mis estudiantes. Esto parece contradictorio, porque a los maestros se les suele decir que mantengan las calificaciones confidenciales para no herir los sentimientos de los estudiantes, sin embargo, he encontrado que compartir las calificaciones con toda la clase puede ser muy positivo, en el ambiente correcto.

Paragraph 12

Rule 4

During discussions, respect other students' comments, opinions, and ideas. When possible, make statements like, "I agree with John, and I also feel that..." or "I disagree with Sara. She made a good point, but I feel that.. "or" I think Victor made an excellent observation, and it made me realize..".

Regla 4

Respete los comentarios, opiniones e ideas de otros estudiantes durante las discusiones. Cuando sea posible, haga comentarios como: "Estoy de acuerdo con John y también pienso que" o "No estoy de acuerdo con Sara. Ella tiene un buen punto, pero pienso que" o "Creo que Víctor hizo una observación excelente hizo que me diera cuenta de...".

Paragraph 13

I noticed that if you were good at jumping rope, all of the other students respected you; it was a major status symbol, and I knew that if I could do it, I would win points with the kids. I tried over and over, but every day they would just laugh at me. It seemed as if they didn't even want to give me the chance, because they knew it would take too much time and that I would never be able to do it anyway.

Me di cuenta de que si eras bueno saltando la cuerda, todos los otros estudiantes te respetaban. Era un símbolo de estatus importante y sabía que si podía hacerlo iba a ganar puntos con los niños. Lo intenté una y otra vez, pero todos los días se reían de mí. Parecía que ni siquiera querían darme la oportunidad, porque sabían que, **de todos modos**, tomaría demasiado tiempo y que nunca sería capaz de hacerlo.

Paragraph 14

Rule 5

If you win or do well at something, do not brag. If you lose, do not show anger. Instead, say something like, "I really enjoyed the competition, and I look forward to playing you again" or "Good game", or don't say anything at all. To show anger or sarcasm, such as, "I wasn't playing hard anyway. You really aren't that good" shows weakness.

Regla 5

*Si ganas o te va bien en algo, no alardees. Si pierdes, no muestres ira. En su lugar, di algo como: “Realmente disfruté de la competencia, y me gustaría jugar de nuevo contigo, o Buen juego” o no digas nada en absoluto. **Mostrar** enojo o sarcasmo, como: “**De todos modos, no estaba jugando de verdad.** Verdaderamente, no eres tan bueno”, muestra debilidad.*

Paragraph 15

I tell my students that sometimes is hard for people to stand back and not talk about their abilities, but if they can, it will make their skills seem much larger when they are realized by others. Draymond didn't need to tell everyone how good he was at basketball; that was obvious. He should have just focused on playing his heart out and let his performance speak for itself. That is the message I try to deliver to my students.

Les digo a mis estudiantes que a veces es difícil para las personas **evadir** hablar de sus habilidades. No obstante, si pueden, harán que sus habilidades parezcan mucho más grandes **cuando los demás se dan cuenta.** **Draymond no necesitaba decirle a todos lo bueno que era en el baloncesto; eso era obvio. Debería haberse centrado en jugar con todo el corazón y dejar que su actuación hablara por sí misma.** Ese es el mensaje que intento transmitir a mis estudiantes.

The choice of university degree in Teaching, Human Resources, Special Education Needs, Law and Computing Engineering, the university major and the relationship with gender of the students of the Florencio del Castillo University

Paragraph 1

“El ingreso a la Universidad coincide con el carácter cada vez más abstracto de la inteligencia y con la voluntad más consciente y precisa de conseguir logros. La sociedad presenta al individuo una gama de posibilidades y éste debe elegir la carrera que más se acomode a su estructura interna y su realidad social”.

"Admission to the University coincides with the increasingly abstract nature of intelligence and with the more conscious and precise will to **get achievements**. Society presents the individual with a range of possibilities and must choose the major that best suits his internal structure and social reality".

Paragraph 2

Para este trabajo se pueden escoger una gran variedad de temas para aplicar en el área de estadística. En este caso se va a hablar de las razones por las cuales los jóvenes escogen una carrera universitaria y cuál género predomina en dicha carrera (Ciencias de la Educación I y II Ciclos, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática); para encontrar los datos necesarios para desarrollar esta investigación se va a trabajar con una muestra de la población de primer ingreso de primer y segundo cuatrimestre del 2019 de las carreras previamente mencionadas de la Universidad Florencio del Castillo

For this work, you can choose various topics to apply in statistics. In this case, the reasons why young people choose a university major and what gender predominates in such major (Teaching, Human Resources, Special Education Needs, Law, and Computer Engineering), will be discussed to find the necessary data to develop this research it will work with a sample of first time students of 2019's first and second term of the Universidad Florencio del Castillo (University of Florencio del Castillo).

Paragraph 3

La razón por la cual este tema fue selecto es porque todos los adolescentes a la hora de decidir qué estudiar están indecisos en su elección y requieren una cierta cantidad de tiempo para definir qué van a estudiar (unas personas necesitan más tiempo que otras). Además, se ha visto que hay una tendencia marcada de un género específico estudiando una carrera (que más mujeres estudien más una carrera que los hombres y viceversa). Con los resultados necesarios de la investigación se va a determinar cuál es la razón que más influye a los jóvenes en el momento de escoger lo que van a estudiar y si existe tendencia de algún género en las carreras seleccionadas.

This topic was chosen because when it comes for teenagers to decide what to study they are uncertain of their choice and require a clear amount of time to define what to study (some people need more time than others). In addition, there has been a trend of a specific gender studying a major (more women than men choosing a major and vice versa). With the necessary research results, it will be determined what is the reason that most influences young people when choosing what to study and whether there is a trend of any gender in the selected major.

Paragraph 4

Planificación:

Para lograr determinar la razón de la elección de las carreras Ciencias de la Educación I y II Ciclos, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática; primeramente, se va a seleccionar los grupos de primer ingreso de primer y segundo cuatrimestre del 2019 de cada carrera para encontrar la población decada una de ellas.

Planning:

To determine the reason for the choice of majors in Teaching, Human Resources, Special Education Needs, Law, and Computer Engineering; first, we will select **the new students'** groups of the first and second **period** of 2019 of each major to find the population for each of them.

Paragraph 5

A partir de esos datos, se va a sacar la muestra para saber cuántas encuestas aplicar, la cual es importante para la obtención de la información necesaria para esta investigación, de esta se va a sacar la muestra de los estudiantes por carrera para saber cuántos estudiantes serán encuestados por carrera para inmediatamente aplicarlas y empezar a recopilar los datos solicitados; esto con el objetivo tener la información necesaria para empezar a tabularla, graficarla y analizarla.

From that data, the sample is going to be taken to know how many surveys to apply, which is **important in order to obtain** the **necessary information** for this research, **a**

sample of students, per major is going to be taken to know how many students will be surveyed per major to immediately apply the surveys and start collecting the data requested; this to have the necessary information to start tabulating, graphing and analyzing it.

Paragraph 6

Una vez que se hayan aplicado todas las encuestas, se va a desarrollar la tabla de datos primaria para tener un mejor conteo de las opciones marcadas por encuesta y empezar a desarrollar los procedimientos necesarios. Se van a sacar los porcentajes de género por carrera para determinar la tendencia de género en las cinco carreras seleccionadas, se va a realizar con una regla de tres.

Once all the surveys have been applied, the primary data table will be developed to have a better count of the options marked by the survey and begin to develop the necessary procedures. The percentages of five genders per major will be taken to determine the gender trend in the five selected majors it will be performed with a specific mathematical procedure

Paragraph 7

Posteriormente, se va a hacer una tabla con todos los datos para después graficarlos por separado cada género, se va a utilizar el gráfico circular para una mejor representación de los datos recopilados.

Seguidamente, por cada pregunta se va a confeccionar una tabla de frecuencias y se va a hacer un gráfico, ya sea de barras o de columnas, para ilustrar la información obtenida y así determinar la tendencia de respuestas de cada pregunta y analizar de mejor manera los datos representados

Afterwards, a table will be made with all the data and then graphed separately for each gender, the pie chart will be used for a better representation of the collected data. Then, for each question, a frequency table will be made and a graph will be made, either of bars or columns, to illustrate the information obtained and thus determine the trend of answers to each question and better analyze the data represented.

Paragraph 8

Por último, se va a realizar un cuadro chi entre carrera y género para comprobar si la carrera es independiente del género, importante para descubrir si existe la tendencia de un género en específico en una carrera o en varias. Con estos procedimientos realizados se van a llegar a varias conclusiones para determinar si los perfiles vocacionales en las personas fueron los adecuados para determinar una elección por gusto o si otros factores influyeron en esta, además de la influencia del género en la carrera universitaria.

Finally, you will perform a chi-chart between each major and gender to check if it is independent of gender, this is important to discover if there is a trend on a specific gender in a major or several. These procedures are going to reach several conclusions to determine whether the vocational profiles in people were adequate to determine the choice by taste or if other factors influenced the decision, in addition to the influence of gender in the college major

To what extent was the figure of President Juan Rafael Mora Porras essential to overcoming filibusterism in the National Campaign of 1856?

Paragraph 1

La primera fuente es un libro “El lado oculto del Presidente Mora” publicado en el 2010, escrito por el historiador y periodista costarricense Armando Vargas Araya. Es pertinente para la investigación, el autor relata cada detalle de la vida del presidente, las medidas que tomó para que Costa Rica siguiera adelante como nación, las relaciones que tuvo con otros países en materia económica y, por supuesto, sus luchas para que los filibusteros no se adueñaran del territorio costarricense.

The first source is a book "The Hidden Side of President Mora" published in 2010, written by the Costa Rican historian and journalist Armando Vargas Araya, that is relevant to the investigation, the author recounts every detail of the life of the president, the measures he took to move Costa Rica forward as a nation, the relations he had with other countries in economic matters, and, of course, their struggles to prevent the filibusters from taking over Costa Rican territory.

Paragraph 2

Su valor histórico es significativo, pues se relatan una gran variedad de hechos que ayudana comprender esta figura, sus motivaciones y sus acciones; además de que el lenguaje utilizado no es complicado de entender. La limitación encontrada en el libro fueron una serie de datos que el autor detalla y distorsionan a la hora de analizar el documento.

Its historical value is significant because a wide variety of facts are reported to help to understand this figure, its motivations, and actions; besides that the language used is not complicated to understand. The limitation found in the book was some data that the author details and distorts when analyzing the document.

Paragraph 3

La segunda fuente es el libro “El libro del Héroe” de Luis Dobles Segreda, publicado en el 2006. Dicho libro contiene discursos y declaraciones que se dieron durante la Campaña Nacional, uno de esas declaraciones es de William Walker, líder filibustero que quiso invadir el territorio latinoamericano.

The second source is the book "El libro del Héroe" by Luis Dobles Segreda, published in 2006. This book contains speeches and statements that were given during the National Campaign, one of those statements is by William Walker, the filibuster leader who wanted to take over the Latin American territory.

Paragraph 4

El valor de la fuente es destacable, ya que brinda a la investigación un punto de vista diferente de la Batalla de Rivas en específico. Se puede observar los contrastes de puntos de vista y los objetivos de ambos bandos. Sin embargo, una limitación de la fuente es que, de todos los testimonios presentados, el de William Walker era el más pertinente para utilizar en este trabajo escrito, por el enfoque del tema a tratar, pues los demás documentos hablaban de otros temas en general de la Campaña Nacional.

The value of the source is remarkable, as it gives the research a different view of the Battle of Rivas. It can be observed the contrasts of views and objectives of both sides. However, a limitation of the source is that, of all the testimonies presented, William Walker's was the most relevant to use in this research, by the approach of the topic to be addressed, for the other documents spoke of other general themes of the National Campaign.

Criterion B: Research

Paragraph 5

Cada país tiene sus figuras importantes que han hecho un cambio real en su nación y que marcaron un antes y un después en la historia. El Presidente Mora no solo luchó contra William Walker, se enfrentó a una ideología que amenazaba a su patria y en arrebatarle todo lo que a esta le caracterizaba. Él protegió y trabajó por su país más que muchos otros que tomaron su lugar, es la figura del orgullo en la política costarricense.

Each country has its important figures who have made a real change in their nation and who marked a before and after in history. President Mora not only fought against William Walker, but he also faced an ideology that threatened his homeland and took away everything that characterized the land. he protected and worked for his country more than many others who took his place and is a figure of pride in Costa Rican politics.

Paragraph 6

Juan Rafael Mora Porras (1814-1860) fue presidente de Costa Rica en dos ocasiones, donde en la segunda se desató el conflicto bélico más remarcado de la historia del país centroamericano. Antes de este acontecimiento, de joven fue un hombre de negocios y obtuvo su icónico apodo por lo que se explica en la siguiente cita: “Se dedicó el joven Mora, a quien ya se comenzaba a llamar ‘don Juanito’, de lleno a los negocios, por cuenta propia” (Rodríguez, 2012, p. 37). Su reputación de hombre de negocios el primer paso para marcar el camino de su importancia de la política costarricense y su lucha contra los filibusteros.

Juan Rafael Mora Porras (1814-1860) was president of Costa Rica on two occasions, where in the second government one the most remarkable war in the history of the Central American country was unleashed. Before this event, as a young man, he was a businessman and got his iconic nickname from what is explained in the following quote: "The young Mora, who was already beginning to call himself 'don Juanito', full business, on his account" (Rodríguez, 2012, p. 37). His reputation as a businessman is the first step to mark the path of his importance in Costa Rican politics and his fight against filibusters.

Paragraph 7

En este periodo, el gobierno de Estados Unidos apoyaba los ideales de William Walker, desde antes de sus ideas expansionistas, esta entidad tenía pensamientos similares; como se menciona en el siguiente fragmento:

Thomas Jefferson considera "imposible no prever tiempos distantes cuando nuestra rápida multiplicación nos expandirá más allá de los actuales límites, y cubrirá todo el norte incluso el sur del continente, con una población que hable el mismo idioma, se gobierne de manera similar con leyes semejantes, (...) sin mancha (negra) ni mezcla (racial) sobre la superficie" (Vargas, 2010, p. 85).

In this period, the United States government supported the ideals of William Walker, since his expansionist ideas, this entity had similar thoughts; as mentioned in the following fragment:

Thomas Jefferson considers it "impossible not to foresee distant times when our rapid multiplication will expand us beyond the present limits and will cover the entire north even the

south of the continent, with a population that speaks the same language, be governed similarly with similar laws, (...) without spot (black) or mixture (racial) on the surface" (Vargas, 2010, p.

85).

Paragraph 8

Los estadounidenses desde hace siglos tienen ideales expansionistas que quisieron llevar a cabo, esto tomando en cuenta que no iba a haber mestizaje; un dominio completo de este país del norte. Seguidamente, la siguiente cita ilustra el plan estadounidense para dominar Centroamérica. Los antecedentes de esta situación son las elecciones de 1855 en Nicaragua, la cual trajo una guerra civil por el descontento de la población. Estados Unidos vio este acontecimiento como una oportunidad e intervino con la excusa de “traer paz” a este país, cuando sus verdaderas intenciones era dominar su territorio y seguir expandiéndose al sur.

The Americans for centuries had expansionist ideals that they wanted to carry out, this taking into account that there would be no miscegenation; a complete domination of this northern country. The following quote illustrates the United States's plan to dominate Central America. The background to this situation is the 1855 elections in Nicaragua, which brought a civil war to the discontentment of the population. The United States saw this event as an opportunity and intervened with the excuse of "bringing peace" to this country when its real intentions were to dominate its territory and continue expanding south.

5.1.1 Text Analysis

Text Analysis	Essencial 55	Proyecto de Estudios Matemáticos	Investigación Histórica
Text Style	Narrative	Descriptive	Narrative

Text Function	Expressive	Informative	Informative
Stylistic Scale			
Formality	Neutral	Formal	Formal
Generality or difficulty	Simple	Simple/ technical	Simple
Emotional tone	Factual	Factual	Factual

5.1.2 Color Coding

Transposition	35
Modulation	31
Reduction and Expansion	4
Explicitation	10
Literal Translation	19
False Cognates	0

5.1.3 Glossaries

5.1.3.1 The Essential 55: Glossary

B

Term	Context	Spanish Translation	Context
Belittled	All too often, people are worried about what others think of their ideas, and that they will be ridiculed or belittled.	Menospreciado (a) Restar importancia	Muy a menudo la gente se preocupa por lo que otros piensan de sus ideas y que serán ridiculizados o menospreciados y que sus comentarios serán ignorados.
Break lose	The smacks grow louder, the necks start jerking back and forth, and all hell is about to break lose	Desprenderse/ desatarse	Los golpes se hacen más fuertes, los cuellos empiezan a sacudirse hacia adelante y hacia atrás y todo el infierno está a punto de desatarse
Burp	When you cough or sneeze or burp, it is appropriate to turn your head	Eruptar	Cuando toses, estornudas o eructas, es apropiado apartar la cabeza de los

	away from others and cover your mouth with the full part of your hand.		demás y cubrir tu boca con una parte completa de tu mano.
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C

Term	Context	Spanish Translation	Context
Cocky	As of later, however, every time I see him on TV or read about him in magazines, he is very cocky and makes statements to the effect that he is the greatest performer alive.	Engreído (a) / arrogante	Sin embargo, cada vez que lo veo en la televisión o leo sobre él en las revistas es muy arrogante y hace declaraciones en el sentido de que es el mejor intérprete vivo.

D

Term	Context	Spanish Translation	Context
Disregard	Too often we disregard the comments of others and don't set the type of climate that will allow people to speak freely and voice their thoughts and opinions.	Indiferencia/ negligencia/ ignorar	Con demasiada frecuencia ignoramos los comentarios de los demás y no se establece el tipo de clima que permite a las personas hablar libremente y expresar sus pensamientos y opiniones

Fz

Term	Context	Spanish Translation	Context
Flooded	When I did, they all flooded around me like I was some kind of celebrity.	Reunir	Cuando lo hice, todos se reunieron a mi alrededor como si yo fuera una especie de celebridad. Jugamos congelado y al escondite y lo pasamos increíble.

N

Term	Context	Spanish Translation	Context
Nut	(I know stating it that way makes me sound like a nut but the kids love it	Disparate/ loco	(sé que al decirlo así sueno como un loco, pero a los niños les encanta).

P

Term	Context	Spanish Translation	Context
Peeves	One of my biggest pet peeves is when someone loses a game and they say something like “I wasn’t playing that	Fastidiar, irritar, indignar	Algo que me indigna mucho es cuando alguien pierde un juego y dice algo como: “De todos mdos, yo no estaba

	hard anyway” or “I lwtet you win that one”		jugando en seio” o “Te dejé ganar”.
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S

Term	Context	Spanish Translation	Context
Smack	It make it so nice when, a week later, I noticed a kid smack and roll and I tell him to put his name on the board and I don’t hear any arguments about it.	Chasquear	Una semana después, me di cuenta de que un niño golpeó y chasqueó y le dije que pusiera su nombre en el tablero y no oí ninguna discusión al respecto.

T

Term	Context	Spanish Translation	Context
Toot his own horn	The shame is, everyone knows he is talented, there is no need for him to toot his own thorn.	Presumir	La vergüenza es que todos saben que es talentoso, no hay necesidad de que sea un presumido.

U

Term	Context	Spanish Translation	Context
Upbringing	She, along with my parents, gave me a true southern upbringing.	Crianza/ educación	Ella, junto con mi padre, me dio una verdadera educación sureña.

W

Term	Context	Spanish Translation	Context
Walnut	Her hair was pulled straight up into a point on the top of her head and she had eyes as big as walnuts.	Nuez molida	Su cabello estaba estirado hacia arriba en un punto en la parte superior de su cabeza y tenía ojos tan grandes como las nueces

Glossary spanish into english:

5.1.3.2 La elección de la carrera universitaria Ciencias de la Educación I y II Ciclos, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática, la carrera universitaria y la relación con el género de los estudiantes de la Universidad Florencio del Castillo.

C

Spanish Term	Context	English Translation	Context
Carrera	En este caso se va a hablar de las razones por las cuales los jóvenes escogen una carrera universitaria y cuál género predomina en dicha carrera.	Major	For this work, you can choose various topics to apply in statistics. In this case, the reasons why young people choose a university major and what gender predominates in such major
Chi cuadro	Se utiliza para comparar una muestra recogida aleatoriamente que contiene una única variable categórica	Chi table	Is used to compare a randomly collected sample containing a single categorical variable with a larger population.

	con una población mayor.		
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E

Spanish Term	Context	English Translation	Context
Encuesta	Una vez que se hayan aplicado todas las encuestas, se va a desarrollar la tabla de datos primaria para tener un mejor conteo de las opciones marcadas por encuesta y empezar a desarrollar los procedimientos necesarios	Survey	Once all the surveys have been applied, the primary data table will be developed to have a better count of the options marked by the survey and begin to develop the necessary procedures

G

Spanish Term	Context	English Translation	Context
Género	Averiguar la carrera universitaria es independiente o no independiente del género.	Gender	Finding out whether the university major is independent or not independent of gender.

P

Spanish Term	Context	English Translation	Context
Primer ingreso	los datos necesarios para desarrollar esta investigación se va a trabajar con una muestra de la población de primer ingreso de primer y segundo cuatrimestre del 2019 de las carreras previamente mencionadas de la	First entry	to find the necessary data to develop this research it will work with a sample of first-time students of 2019's first and second term of the Universidad Florencio del Castillo (University of Florencio del Castillo).

	Universidad Florencio del Castillo.		
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Glossary spanish into english:

5.1.3.3 *¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?*

A

Spanish Term	Context	English Translation	Context
Acontecimiento	El acontecimiento de la Campaña de 1856 es muy recordado por los costarricenses por el heroísmo de los soldados, por no dejarse vencer por los filibusteros que querían colonizar tierras latinoamericanas y por mantener la identidad nacional.	Event	The event of the 1856 Campaign is well remembered by Costa Rican population for the heroism of the soldiers, for not letting themselves be defeated by the filibusters who wanted to colonize Latin America, and for maintaining the national identity.

C

Spanish Term	Context	English Translation	Context
Conflicto bélico	Juan Rafael Mora Porras (1814-1860) fue	Armed conflict	Juan Rafael Mora Porras (1814-1860) was president of

	presidente de Costa Rica en dos ocasiones, donde en la segunda se desató el conflicto bélico más remarcado de la historia del país centroamericano.		Costa Rica on two occasions, where in the second government one the most remarkable war in the history of the Central American country was unleashed.
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E

Spanish Term	Context	English Translation	Context
Ejército	fomentó el nacionalismo y el prestigio de los jefes militares incrementó junto con la representación del ejército de los intereses de la sociedad costarricense	Army	promoted nationalism and the prestige of the military chiefs increased along with the army's representation of the interests of Costa Rican society

F

Spanish Term	Context	English Translation	Context
Filibusteros	las medidas que tomó para que Costa Rica siguiera adelante como nación, las relaciones que	Filibusters	the relations he had with other countries in economic

	tuvo con otros países en materia económica y, por supuesto, sus luchas para que los filibusteros no se adueñaran del territorio costarricense.		matters, and, of course, their struggles to prevent the filibusters from taking over Costa Rican territory.
Filibusterismo	además de su persistente lucha en contra del filibusterismo que tuvo la intención de establecerse en el país.	Filibusterism	in addition to his persistent struggle against the filibusterism that he intended to establish in the country

G

Spanish Term	Context	English Translation	Context
Gobierno	En este periodo, el gobierno de Estados Unidos apoyaba los ideales de William Walker, desde antes de sus ideas expansionistas,	Government	In this period, the United States government supported the ideals of William Walker, since his expansionist ideas,

I

Spanish Term	Context	English Translation	Context
Ideales expansionistas	En este periodo, el gobierno de Estados Unidos apoyaba los ideales de William Walker, desde antes de sus ideas expansionistas,	Expansionist Ideals	In this period, the United States government supported the ideals of William Walker, since his expansionist ideas,
Ídolo	el ídolo de los soldados a quienes trata como hijos o amigos'	Idol	'the idol of the soldiers whom he treats as sons or friends'

N

Spanish Term	Context	English Translation	Context
Nación	Es pertinente para la investigación, el autor relata cada detalle de la vida del	Nation	that is relevant to the investigation, the author recounts every detail of the life of the president, the measures he took to

	<p>presidente, las medidas que tomó para que Costa Rica siguiera adelante como nación.</p>		<p>move Costa Rica forward as a nation</p>
Nacionalismo	<p>El nacionalismo costarricense era más fuerte que cualquier invasión</p>	Nationalism	<p>Costarican nationalism is stronger than any other invasion.</p>

T

Spanish Term	Context	English Translation	Context
Territorio Costarricense	<p>las relaciones que tuvo con otros países en materia económica y, por supuesto, sus luchas para que los filibusteros no se adueñaran del territorio costarricense.</p>	Costarican territory	<p>the measures he took to move Costa Rica forward as a nation, the relations he had with other countries in economic matters, and, of course, their struggles to prevent the filibusters from</p>

			taking over Costa Rican territory.
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Chapter VI

Conclusions and Recommendations

6.1 Purpose of the Conclusion

With the elaboration of this research focused on the translation of some documents, it is important to recall the main purpose or objective of this investigation, that is to investigate the effect of the procedures and methods used to translate the documents *La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática. La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada* by the student Ana María Mata Chaverri from Spanish into English, *¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?* and *The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark. While doing the translation from English into Spanish of the book and the translation from Spanish into English of the document provided by a student of Instituto Tecnológico de Costa Rica (ITCR), the researcher focused not only on rendering an accurate translation of the documents, but also on analyzing the each paragraph carefully to recognize the steps in the translation required in this paper and hopefully build an excellent job for the future readers.

6.2 Conclusions

6.2.1 *To translate the documents La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática. La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada by the student Ana María Mata Chaverri from Spanish into English, ¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856? and The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child by Ron Clark*

To reach more people who may like to learn more about the topics that are explained in each paper.

6.2.2 To apply various translation techniques to the documents to achieve natural and accurate texts

To make accessible the texts to every person who might feel interested in reading them

6.2.3 To identify the most common translation techniques that a translator would have to use to specialize in education

This is with the main purpose of reaching more people to read the translated documents.

6.2.4 To create a glossary with the most relevant terminology that a specialized translator needs

The main purpose of the glossary is to write the words of a different meaning to simplify the translator's job and, also to be aware that the audience has access to the words that might be difficult to understand. In that way, the texts will be accessible to any person who wants to read them or use it as a source of investigation.

6.3 Restatement of the Research Question

In regard to the restatement of the research question, the results obtained during the process of translating the texts did not change radically, because the results happened as expected, for this reason, *the effect of the procedures and methods used to translate the document The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child by Ron Clark and La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humano, Educación Especial, Derecho e Ingeniería en Informática. La Carrera Universitaria y la Relación con el género de los Estudiantes for a private university for the student Ana María Mata Chaverri from Spanish into English*, were accurate and for this reason the research question stays the same.

6.4 Unexpected Results

While doing the research, more specifically Chapter II the theoretical framework,-the researcher had to look for bibliography to cover the definitions of translation techniques that were going to be applied later in this research paper; it was difficult to find books from the year 2018, as most of the material or references were too old, more specifically from 1998 to 2010,

this is why the main obstacle while doing the research was the accuracy of the bibliographical references.

6.5 Recommendations

In terms of recommendations, the researcher considers that is very important that the future researchers read carefully the whole text and take a look to the glossary if there is a doubt while reading.

As a second point, the investigator considers that is important to admit more variety of references while looking for information because, in translation the theory is very accurate, but the years of publication of the literary works are not the correct ones due to the university does not allow them because of their antiquity; for this reason, it is important to accept articles or web sites with accurate information that in the books is difficult to find.

It is important to recall that the book related to education *The Essential 55. An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child* by Ron Clark is a book that does not need previous knowledge about a specific topic or language; for this reason, it can be easy to translate, and also easy to understand for teachers and people in general.

Moving forward to the historical investigation titled *¿En qué medida la figura del presidente Juan Rafael Mora Porras fue esencial para vencer el filibusterismo en la Campaña Nacional de 1856?* It was translated into English by the researcher, and therefore, it is important to remark that this text did not represent much difficulty in terms of understanding the text;

however, due to is a historical investigation, the researcher recommends reading about the topic to not misunderstand any word or idea.

With the analysis of the text *La Elección de Carrera Universitaria Ciencias de la Educación I y II Ciclo, Recursos Humanos, Educación Especial, Derecho e Ingeniería en Informática. La Carrera Universitaria y la Relación con el género de los Estudiantes de una Universidad Privada*, the difficulty would be that it contained too many mathematical formulas and charts with the information gathered from the interviews made with the student, for this reason, it became tedious to translate these documents. For people who would like to read this document, they can do it because the text does not represent a difficulty when reading.

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