



UNIVERSIDAD DE QUINTANA ROO

**División de Ciencias Políticas
y Humanidades**

TRANSLATION OF THE CHAPTER:

STRESS: A MIRROR OF YOUR PERCEPTIONS

**A MONOGRAPH SUBMITTED IN PARTIAL FULFILMENT OF
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ENGLISH LANGUAGE MAJOR**

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Dedication

I would like to start by thanking that Higher Power who gives me strength to wake up every morning and makes me keep going.

Next, I would like to thank my mother (my mentor) for supporting me in my long wait, but now it is all finally happening. Thanks, Mother, for all the encouragement and moral support through hard times. This work is completely yours.

My appreciation to my sister Aury, for being there all the time.

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Contents

	Pages
Chapter I: Introduction.....	1
Justification.....	5
Objectives.....	7
Chapter II: Literature Review	11
Chapter III: Methodology.....	20
Chapter IV: Translation.....	27
	[T1-T17]
Source Text.....	28
	[S14-S29]
Chapter V: Analysis.....	30
Chapter VI: Conclusion.....	42
References	47

CHAPTER I

Introduction

The ancient art of translation has taken part in the human race throughout history due to the need of communication among alien cultures. Through translation people can know different civilizations, learn about different life styles, adopt new philosophies or approaches or they can simply watch a dubbed or subtitled blockbuster or read a best seller in their own language. Although for most people the work of translators can go unnoticed, the truth is that their work is very necessary in our globalized world.

Many people have the preconceived idea that translation is an easy task, but in reality literate people know that the act of translating entails a great deal of hard work and responsibility. In order to carry out a good rendering, the translator has to master both the source and the target language. Specific skills and techniques are needed. Translating is not only to transfer the same exact meaning from the source language, but also having an adequate style and register is required. As mentioned before, many people think that translation is an uncomplicated task, most of them think that in order to render a text, the translator only needs to sit down, and start translating with the help of a couple of dictionaries. Some others even think that we, translators, can make use of a software or translator machines to do our job. That is not far from reality, but what they do not take into account is that when talking about finding an exact word to achieve the desired effect, machines cannot do that. The mere idea is so naïve. It goes without saying that only a thinking individual can do that. Only a good translator can think in the best way to arrange words in a sentence to make it more understandable and effective.

In this work, the translation from English into Spanish of the chapter *Stress: A Mirror of Your Perceptions* is presented. This chapter is about stress and how its effects can be detrimental to any individual's health. It is important to add that this kind of information is very important for all teachers in order for them to have good classrooms management skills to handle the stress issue.

Our milieu and our thoughts defy us constantly and they lead us to a highly nervous state called stress, which has been identified as a health problem that most people have to face in their lifetime (Gold & Roth, 1993). It has taken part in the human race throughout history, but it is now that its incidence in our lives has become more hazardous (El Stress y los Estresores, 2005). According to this, the text tells us how stress affects our lives, especially on teachers that have to deal with many stressors in their daily performance, for instance: disruptive students, curriculum issues, burdensome workload, environmental pressures, and many other factors (Gold & Roth, 1993). "A quick survey of experts reveals that there are many different definitions of stress. Each definition is succinctly framed from the expert's respective discipline, whether it be physiology, psychology, sociology, theology, or anthropology. Some say that stress is the inability to cope with demands. Others define stress as wear and tear on the body. Still others insist that stress is the loss of emotional control" (Seaward 2005, p.5). Everybody talks about stress, but the truth is that not many people know what they are talking about. In fact, they do not use the word properly, because it means different things for different people. This term has been used thoughtlessly in our colloquial language because it has been misunderstood as a pathology. Although we hear about the topic almost everywhere, we do not know what exactly stress is. Gold & Roth (1993) point out that "a search of literature on stress revealed that there is

no consistent definition provided by the experts in the field”. But they provided this good one “a condition of disequilibrium within the intellectual, emotional and physical state of the individual; it is generated by one’s perceptions of a situation, which result in physical and emotional reactions. It can be either positive or negative, depending upon one’s interpretations”. Nevertheless, this does not mean that we are not exempt to suffer from this problem at some point in our lives, but what is true is that stress is a natural response of the organism against nervous exhaustion. We generate it for survival. Therefore, this reaction leads us to experiment certain physiological changes caused by a variety of stressors. These stressors may seem imperceptible to us that we cannot even notice when we are under stress until our behavior starts causing problems in our relationships with others, including the members of our family, colleagues, etc.

The stressors originate in our brain through our thoughts; either for the interpretation of certain facts, for the capacity to imagine dangerous situations or emotional problems that are derivative from anxiety, anger, etc. (Fisiología Del Estrés, 2007). Therefore, as the idiom says “beauty is in the eye of the beholder”. Our stress reactions are simply our perceptions or evaluations of events. Consequently, these perceptions, rooted in faulty beliefs, are precisely the ones that lead us to stressful situations that hinder our performance in the different areas of our lives, and make educators take both, right or wrong decisions while teaching. Therefore, this translation helps us to realize that we do not have the control of everything, but we do have the power to change ourselves for our own good. We have the power to accept what we cannot change and change what we can. Everything is within the grasp of one’s hand. Being said this; it is not enough just wanting to make a change in

our lives, we must make it, since it is becoming so difficult to maintain a healthy balance in our hectic lives, and we are not paying much attention to simple things in life.

For this reason I consider that this information will be very useful not only for teachers who want to prevent the emergence of stress in their students, but also for those who want to learn how to handle it in their classrooms. This translation will help in the same way to any user of the translated information that already face this particular problem and wants to know the source of it.

It is worth noting that there is enough literature about the topic, but most of it is written in English, and in this context my work will be of greater help for those people who require the translated data. This information will help teachers providing them a series of techniques or abilities to control the conditions that favor stress and also to reduce the effects that have on the individual. For instance: A little bit of tension before taking an exam generates stress and it allows students to be more concentrated, but if the tension is out of proportion to the natural responses of the body that withstand stress, the stressful situation will be out of proportion too, and different diseases may occur. In this framework the techniques that teachers may acquire can help students to learn to control stress by natural means, for instance: by practicing yoga, gymnastics, relaxation or mental control. This sort of approach comes from a type of education called contemplative education, which helps students know themselves in profound ways to see the world differently (Contemplative Education at Naropa, n.d.).

Justification

In this constant changing world we must be in the vanguard of upcoming changes. It is our duty to be well informed, and at par with progress, so education is the rule not the exception. This work intends to show how new approaches are of great value for the improvement of the quality of people's lives and for a good classroom management in school settings as well. The translation of the chapter "Stress: A Mirror of Your Perceptions" from the book *Teachers Managing Stress and Preventing Burnout* is about how teachers are affected by stress, and ways to cope with it. Diverse stressors that characterize education are presented in this section, as well. This chapter is closely related with a new approach introduced in Mexico called "contemplative education", originated in the seventies in the United States. For that reason it is convenient to bring up the contemplative pedagogy issue, since it is becoming more popular at different levels of education, principally in higher education.

The contemplative approach is an educational philosophy that aims to help teachers to integrate contemplative practices into their classrooms. These practices derive from Western and Eastern traditions that applied to educational contexts, contribute to make students relax and focus their attention on what they learn (Mackler, Peña, & Camacho, 2009). Furthermore, these practices help students to raise their self-awareness and self-esteem to usher in a better life style since with the implementation of Contemplative Education teachers can identify successful outcomes in several aspects of their students' lives. For instance: improvement in students' social skills and their academic performance. "Contemplative programs incorporate mindfulness and other contemplative techniques to train and refine attention, promote emotional balance and by extension, help students

develop the capacity for self- regulation” (Jha, A. 2005, p.4). In other words, the use of contemplative methods is favorable to experience a peaceful coexistence in classrooms because if students are at peace with themselves, they can put into practice their self-regulation and serenity in different areas of their lives. To sum up, this translation about stress will be very useful to help teachers identify stress levels in themselves and in students. Likewise, by assessing one’s stressors one can determine when and how to incorporate contemplative methods into their classes to improve students’ progress since they are becoming an essential aid at different levels of education throughout the world in the education of the “whole person”.

Objectives

Our society is constantly changing, and as a consequence the education system is facing great upheavals. It might seem like if old times were better for teaching. But the truth is that education is becoming even more demanding everyday, and these new demands made upon teachers have placed them at difficult crossroads. Hence, they simply cannot rest on their laurels since they have a great social commitment that places them as role models for students. Thus, they have the duty to offer their students positive reinforcement and clear guidance.

Taking these new changes into account, teachers have felt constrained to look for new ideas or practices to meet the new demands made upon them. In the state of Quintana Roo, specifically at the UQROO, some teachers concerned with these new requirements in our education system have put into practice contemplative programs in an attempt to introduce contemplative practices into the school population. These techniques have already been applied on English language students successfully. The end result was a positive improvement in the students' development. The students reported having made some progress at their final grades, as well as in the refinement of their attention.

Thus, as mentioned earlier in this study, the translated text is closely related to the “contemplative education” issue, which is an educational philosophy that integrates contemplative practices into classrooms. With this in mind, teacher Argelia Peña, aware of the actual problems concerning the students' progress at the University of Quintana Roo, asked the author of this work to carry out this translation to have this information into Spanish. She set herself to the task to research on this approach, and began a project with

the support of the University of Quintana Roo. She started it along with teachers Jane Mackler and Karina Camacho but the last two mentioned teachers are no longer part of it. Teacher Argelia Peña has continued working on it, and has attended seminars on Contemplative Education like the one Naropa University in Boulder Colorado offers every summer. She has also gone on a retreat related with this sort of education to reinforce her knowledge on the field. Now, with all this information she is trained to give courses and workshops on the Contemplative Approach. There is just a little inconvenience, most of the information is in English, and in order to reach more people she is requiring this translated data to pass on her knowledge to different teachers and students from different programs at the UQROO, and from the English Language program as well. The purpose is to spread knowledge about what contemplative education is, and how other educators can make a pedagogic intervention to reduce stress in their classrooms. The importance of this work will lie in the scope it will have because it is not going to be a mere translation about stress. It will be part of a compiled material that will be used by the teacher before mentioned to share it firstly with the school population of the University of Quintana Roo, and then, to the rest of the community in the region. In sum, this translated information along with other translated works by other English Language students will be part of a compiled material for the mentioned project that teacher Argelia Peña will be developing in the near future. For this reason, the importance of this translation is that non English speakers get in contact with this valuable information since it is destined to spread knowledge about what contemplative education is, and give people tools to learn living life from a new perspective.

Since translators play a vital role in communication; this work will be a clear example of the scope that a material of this sort may reach. Apart from informing readers about the causes of teachers' stress and their detrimental effects on health, this is a useful tool too, because it approaches the treatment of the stress issue in order for teachers to learn facing professional and personal stressors that affect their job performance by explaining them how stress affect their lives, and how a change in their beliefs is important to overcome stressful situations. Here is where relaxation techniques play an important role, since they may be the trigger of the positive changes that people may experiment when they start leaving their classical molds and start worrying about their welfare. With the practice of relaxation or contemplative techniques, people can face up to the brisk pace of living they have, since they facilitate them having fruitful results against adverse situations affecting their daily life, and their performance in their workplace. All in all, these practices allow individuals to stop and think for a moment making them become aware of themselves while taking more precise and efficient ways to react against diverse stressors.

CHAPTER II

Literature Review

The combination of education and translation means progress mainly. Translation introduces new philosophies and intellectual advancement to different cultures. It plays a key role in the development of thinking and in the adoption of new ideas or approaches, and this is precisely what this work intends to do by offering a Spanish version of the text that could be used to support the Contemplative Education approach. It is so valuable to have a written translation of this sort because it can connect the world of contemplative techniques and its implications in higher education with the Hispanic world.

At this point, it is necessary to define translation. As Mona Baker (1998:3) claims: “Translation is conceived primarily as a process of intercultural communication, whose end product is a text which is capable of functioning appropriately in specific situations and contexts in use”. As it is known translation has been an ancient mean of communication, and no doubt this work will not be an exception, since the main purpose of this translation is to make people, teachers specifically, learn how to cope with stress. For that reason, Baker’s definition is very suitable for this project because it expresses the essence of what this translation pretends to be, a mean to inform people about the management of teachers’ stress, and how they can equally prevent burnout.

In the field of translation there are different approaches. But the most recognized are:

- The Russian approach headed by theorists Yakob Retsker and Shveitser. They sketched two translation categories: Translation as “analogy”, and Translation as “adequacy”. Analogy covers the situation of one-to-many

correspondences between languages. And adequacy includes four techniques which are Concretization, Logical derivation, Antonymic translation and Compensation (Fawcett, 1997).

- The American model headed by Malone. He devised five translation techniques. These are: Matching: Substitution and equation, Zigzagging: Divergence and Convergence, Recrescence: Amplification and Reduction, Repackaging: Diffusion and Condensation, and Reordering (ibid.).
- The Canadian approach headed by Jean Paul Vinay and Jean Darbelnet. They proposed seven translation techniques divided into two groups, the Direct Translation and the Oblique or Indirect Translation (ibid.).

For this project it was used the techniques proposed by Vinay and Darbelnet. Although this Canadian approach has been the most criticized, it is the most famous procedure involved in the field of translation since it offers different ways to translate no end problems that may hinder the translation process. Apart from this, Vinay and Darbelnet's approach is the one the author of this work learned and practiced more while doing undergraduate studies; this experience allowed him to use them at a confident level. The translated text was a scientific one; therefore, several technical words and expressions were encountered. Hence, these proposed techniques were applied at the different linguistic levels of lexis, grammar and text problems.

According to Venuti, "At first the different methods or procedures seem to be countless, but they can be condensed to just seven, each one corresponding to a higher degree of

complexity. In practice, they may be used either on their own or combined with one or more of the others” (Venuti 2000, p.84).

As it was mentioned before, the Canadian approach is divided into two groups (direct and indirect). Within the Direct Translation techniques we can find:

Borrowing: It is the simplest of all translation methods, and it is used as follows:

“Borrowed” words are used to create a stylistic effect. The translator borrows a word from a source language to instill its beauty or its expressiveness into a source language.

- I had a sense of déjà vu.
- Tuve una sensación de *déja vu*.
- This purse is very chic.
- Este bolso está muy *chic*.

To overcome a gap. It is used when there is no equivalent or when a concept does not exist in the target language. The translator takes the word directly from the source language into the target one.

- The illegal practice of dumping (trade law).
- La práctica ilegal del *dumping* (there is no equivalent in Spanish).
- Bullying at schools (peer abuse).
- El *bullying* en las escuelas (there is no equivalent in Spanish).

To create the flavor of the source language.

- I'm in the mood for a *piña colada*.
- Se me antoja una piña colada.
- I hate sushi.
- Odio el *sushi*.

Normally, borrowings enter a language through translation.

Calque: It is a special kind of borrowing. A calque is a phrase borrowed from another language and translated literally word-for-word. They generally fill a gap in the information.

- A science fiction film.
- Un *filme de ciencia ficción*.
- The hot dogs were gross.
- Los *perros calientes* estaban asquerosos.

Literal Translation: Literal or word for word translation is a direct transfer of a source text into a target text. It has a precise correspondence in structure and signification. It allows keeping the original order of words when the languages involved share parallel structures and concepts. However, some syntactical changes can be allowed.

- I am working to finish the report.
- *Estoy trabajando para terminar el reporte.*
- How are you?
- *¿Cómo está usted?*

The Indirect (Oblique) Translation Techniques are the following:

Transposition: It consists of the replacement of a word class by another word class without changing the meaning.

Optional (free): When the transposition used depends mostly on context and desired effect.

- The course is of interest to all of us. ¹
- El curso *nos interesa* a todos (nosotros)

Interest (noun) → interesa (verb).

- After she died, her husband found a suicidal note among her things.
- Tras su muerte su esposo encontró una nota suicida entre sus cosas.

Died (verb) → muerte (noun).

Compulsory: When only a transposition is acceptable.

- I will never forget the time when I got lost in the market. ²
- Nunca olvidaré la vez *que* me perdí en el mercado.

When (adverb) → que (relative pronoun).

- She got married early this year.
- Se casó a principios de este año.

Early (adverb) → principios (noun).

¹ and ²González Matthews, G. & Orrantía, D. (2007). Translation Procedures: The technical Component of the Translation Process. Portland, Oregon. NAJIT 28th National Conference.

Modulation: A variation of the form of the message obtained by a change in the point of view. Although the main characteristic of modulation is a change of point of view, it may involve also a change of grammatical categories (González & Orrantía, 2007).

- He earns an honest dollar.
- Se gana la vida *honradamente*.
- It is not difficult to show that my new father's wife is an old witch.
- *Es fácil de demostrar* que la nueva esposa de mi padre es una arpía (opposite modulation).

Reversal of terms: (fixed by use, listed in dictionaries).

- The dress rehearsal is today at 5 pm.
- El *ensayo general* es hoy a las 5 pm.
- Pertinent medical history, health insurance and criminal background information is required.
- Se requiere la información pertinente tal como el historial médico, el *seguro de enfermedad* y los antecedentes no penales.

Concrete to abstract: Concrete or General → Particular.

- I am color-blind.
- Soy *daltónico*.
- Man-eater.
- *Antropófago*.

Part to part: Explanatory modulation.

- I know Chetumal like the back of my hand.
- Conozco Chetumal como *la palma de mi mano*.
- The soldier defeated his enemy in hand-to-hand combat.
- El soldado derrotó a su enemigo en un combate *cuerpo a cuerpo*.

Change from passive to active:

- You are wanted on the phone.
- *Te llaman por teléfono*.
- We are influenced not by ‘facts’ but by our interpretation of facts.
- *Nos influenciamos no por los hechos sino por la interpretación de los hechos*.

Equivalence: It is used to render expressions using different stylistic and structural methods. Most equivalences are fixed, and include idioms, clichés, proverbs, onomatopoeia, etc.

- **Idioms:** Stop splitting hairs → *Deja de buscarle cinco pies al gato*.
You scratch my back, I'll scratch yours → Hoy por ti, mañana por mí.
- **Clichés:** All's fair in love and war → *En la Guerra y en el amor todo se vale*.
Better late than never → *Más vale tarde que nunca*.
- **Proverbs:** To bury the hatchet → *Fumar la pipa de la paz*.
All cats are gray in the dark → *De noche todos los gatos son pardos*.
- **Onomatopoeia:** Onomatopoeic words are those which seem to sound like their meaning. The most obvious examples are verbs relating to the noises which animals

make (McCarthy & O'Dell, 2001). For instance: words like meow (English) → *miau* (Spanish). [cat]

Adaptation: Used when the limit to translation has been reached, i.e. when a simple translation would not work or it would produce a result that is shocking in the target language and culture.

- He kissed his daughter on the mouth (An English father).
 - El besó a su hija en la mejilla (A Mexican father).

An English father would not think anything of kissing his daughter on the mouth, something which is normal in that culture but which would not be acceptable in a literal rendering into Spanish or even French (Ministère de L'enseignement Supérieur Université de Sousse, 2007).

Titles of books, movies, and characters often fit into this category.

- Lost in translation → *Perdidos en Tokio* (Movie).
- A Bug's Life → *Bichos, una aventura en miniatura* (Animated film).
- Oblivion Stories → *Extinción* (book).
- Kermit → *La rana René* (character).

CHAPTER III

Methodology

“Teachers Managing Stress and Preventing Burnout” is a book that is about how stress affects personal lives, and consequently professional lives. It focuses on the specific profession of teaching, and it shows how teachers are exposed to external factors that affect their daily performance, and most of the time they do not know how to handle them. Therefore, they react in not appropriate ways, and as a result stress has negative effects in their personality, their physical state and their duties (Gold & Roth, 1993). This is a scientific text. It presents its list of topics in a precise and impersonal way, which is directly linked with psychology concepts. It covers the causes that originate this health problem for teachers such as: disruptive students, noisy environments, heavy paper loads, etc. The text is rather formal but the writing is very enjoyable, so it is suitable for any kind of reader that is interested in the topic. The content includes many aspects that have to do with people’s self-improvement, besides of those of physiological matters that generate the emergence of stress in people lives. Hence, the text is full of technical and psychological terms that might not be easily understandable for a regular reader.

In order to do a good translation work it is necessary to follow certain steps, especially when specialized terminology is employed in the source text.

According to Gerding (2000) the following steps should be used to complete the translation task:

First of all, it is necessary to browse the complete text to identify its specific knowledge area. It is important to determine its grade of difficulty to see its viability according to the translator’s interests. Then,

it is essential to read the whole text to become acquainted with the topic and to understand the original.

The second reading must be a “deep” reading or what is called “reading with translation intention”. At this point it is convenient to find and underline unknown terms.

Before beginning the transfer the translator must consult complementary literature. In other words, before the transfer process, he has to resort to various documentation sources. This allows translators to achieve a deeper understanding of the topic under study.

Once the first version is accomplished, the translator has to do a second version of their own translation handling the most suitable translation strategies and procedures and being faithful in the transfer of ideas.

During this procedure, the translator needs to set up all the necessary conventions with regard to the coherence and cohesion of the final version.

Thereafter, the translator has to compare the written draft with the original text, sentence by sentence to see if they mean the same or if all the elements are present. Occasionally something might be left out. Hence, it is necessary to revise the words chosen in the written draft to make sure the source language and target language versions are equivalent. After this exhaustive and analytical reading the translator is able to write a second or final version.

Talking about the specific case of the translation of the chapter “*Stress: A mirror of Your Perceptions*” the rendering was handled it to three consultants after completing the final version. The first two specialists made a meticulous revision of the work, suggesting some changes in what they considered more appropriate. Those changes were decisive for the

final result of the translation as they appear in this very final version. These steps may vary since translators work at their own pace. However, this does not imply that they do not have to undergo to this proven method at some point in the translation process. All in all, this is the most conventional, and the most recommended set of steps to do a good translation.

Once the steps previously mentioned were followed, and after having been completed the translation task, an analysis of the techniques employed was done. For the analysis, the Canadian school headed by Jean Paul Vinay and Jean Darbelnet was utilized. It could be said that this approach provides concise procedures that explain the wide variety of problems that a translator may encounter and different decisions he/she will have to make wisely. This approach is a problem-solving resource which assists translators to finish their work in all its details to give the readers of this translation a more faithful interpretation of the text.

Likewise, major problems encountered in this translation were tackled. For instance: In the translated chapter the word “estresor” is mentioned several times. This is an unusual word for average people simply because it pertains to the Psychology field. In this sense, the author of this work had to consult a specialist in the Psychiatric- psychological field. Doctor Rafael López Sánchez, a psychiatrist who has worked in rehabilitation centers like Zazil- Be in southern Quintana Roo was interviewed and he confirmed that the term “estresor” is indeed of common use in the field of Psychiatry. By consulting several glossaries of Psychology, it was found out that, effectively, an equivalent for this word does exist in Spanish.

At the end of this project conclusions and final suggestions were made, particularly for those students who want to carry out this kind of work and intend to obtain their degree as English teachers through a translation paper. This kind of monograph holds out an incentive: to put into practice procedural knowledge along with factual knowledge learned in translation classes. The final suggestions will also help other translators to avoid losing the original idea of the author, taking into account that any literary work by any author deserves respect. Since a translator plays the role of communicator, he cannot afford rendering things lightly. A translation bears a lot of responsibility, and it is his duty to go beyond, and exhaust all possibilities while translating a text. For instance: consulting specialists or specialized glossaries, interviewing native speakers, among other strategies. But first and foremost, a translator has to put his heart and soul into the translation task, being faithful in the transfer of the ideas, so he can create a high quality version in the target language.

Some basic materials were used to carry out this monographic study. A brief review of the dictionaries that were used for doing so, are detailed below:

Simon and Schuster's International Dictionary English- Spanish, Spanish- English is an up-to-date and comprehensive bilingual dictionary. It has 210, 000 words, a wealth of encyclopedic entries, and an exhaustive treatment of Latin American, North American and British variants and regionalisms. This dictionary also contains a table of model verbs, a brief outline of Spanish pronunciation, elements of Spanish grammar, etc (Steiner, 1997).

Simon and Schuster's International Dictionary was the most utilized in this work since it was part of the cultural equipment of this translator during his undergraduate studies. Apart

from that, this dictionary has good reputation among translators, and also it is a trustworthy dictionary among translation students.

Gran Diccionario Oxford ESPAÑOL- INGLÉS (3rd Ed.). This dictionary contains more than 300 000 entries and expressions. It is a new revised edition that offers an exhaustive and expanded register of the Spanish Language. It has 20 000 new entries including up-to-date terminology in different fields such as business, computing and science. It also contains thousands of specific entries about life and culture of the Spanish World (Galimberti, 2003). This dictionary was another pillow book for this translator — in a figurative way — since this dictionary is available in an electronic form from the brand CASIO. This format facilitated this work a lot since it has the same content as the traditional format in paper. The advantage of using this gadget is that it makes a nimble search of the desired word digitally.

Oxford Advance Learner's Dictionary (7th Edition.) has more words and more help with British and American English than any other advanced learner's dictionary.

It is the only advanced learner's dictionary to list the most important words you need to know in English: the Oxford 3000™. This dictionary is based on the British National Corpus, the Oxford Corpus Collection and the Oxford Reading Programme for language research (Wehmeier, 2005). This was another dictionary that was of greater help for this researcher. Using Oxford Advance Learner's Dictionary had many advantages because apart from its traditional presentation in paper it is also available in electronic and multimedia forms. These characteristics facilitate users a more rapid work and help them in great manner to save time and effort as well.

Apart from the mentioned dictionaries, other sources were employed to fulfill the translation task such as on line glossaries like the Stress Glossary of Medical Terms and The Stress Management Glossary. Online dictionaries were greatly beneficial for the aim of this work. The bilingual dictionary of Word Magic Software Inc., The Babylon's Translation Software, Free Dictionary by Farlex, and Reverso Diccionario are just some good examples.

Of greater help was the revision of this translation by two translation specialists from the University of Quintana Roo. Professors Argelia Peña and Sonia Sansores gave accurate suggestions to obtain a proper final version of the target text. For instance: Professor Sansores recommended changing the informal “tu” for the formal “usted” in the complete Spanish version, since the text was rather formal and the register was not the appropriate in the first instance. In contrast, Professor Peña gave more freedom to the translator of this work, but always trying to keep the translator's style. Apart from that, she supplied him with all the necessary cultural equipment related with the topic being treated. She gave the translator wise advice in terms of vocabulary and in the arrangement of certain phrases or sentences, always avoiding colloquial uses. She recommended the use of synonyms among paragraphs to avoid repetition, and to make the translation more understandable, hence, more adequate. Finally, the third revision of this translation was made by the Spanish specialist, Professor Amparo Reyes. She did a thoroughgoing revision of the text, recommending some changes in the style of some sentences because sometimes the choice of words and the punctuation were not the most convenient. Therefore, some sentences were restructured without altering the authors' ideas, keeping in mind the formal register of the text. She recommended the avoidance of chosisme and amphibology. And she

recommended also the use of more formal synonyms for verbs to avoid repetition and in order to make the text more nourished so that the text became more varied in the use of the lexicon without altering the authors' ideas.

CHAPTER IV

Capítulo II

El estrés, un reflejo de tus percepciones

“Nos influenciamos no por los hechos sino por la interpretación de los hechos”
Alfred Adler.

El estrés ha sido identificado como “el peor problema de salud al que los maestros tienen que enfrentarse” (Sylwester, 1977) y como lo señala Rosch es “el principal problema de salud en la edad adulta de los Estados Unidos”. En general, escuchamos hablar del tema de colegas en diferentes medios de comunicación y a menudo en nuestras propias conversaciones con los demás.

Las advertencias respecto al estrés son tan severas que quizás La Dirección General de Salud Pública debería catalogar a los certificados de aptitud pedagógica como un peligro para la salud del usuario.

El estrés en la vida es inevitable de una forma u otra, en las profesiones y en los negocios es tan común que “el manejo del estrés sea la prioridad principal para los programas de asistencia a empleados”. (Murphy, 1991) Oímos del tema, hablamos de él y lo experimentamos casi todos los días; sin embargo, no estamos realmente seguros de lo que es. Tal parece que significa un concepto diferente para las personas, en gran parte porque se experimenta de diferentes maneras.

De mayor importancia es el hecho de que aunque los maestros estén conscientes que hay considerable estrés en sus vidas, no saben cómo sobrellevarlo, quizá porque no han tenido la preparación o la capacitación en sus programas de formación profesional para lidiar con él.

Para responder o para hacerle frente a cualquier problema, es de valor considerable, primero, entender lo que es. Empezaremos con una reseña de las definiciones de estrés y después, proporcionaremos nuestro propio modelo y definición. También, analizaremos las fuentes personales y profesionales del estrés, cómo se manifiesta y concluiremos con algunas recomendaciones al respecto.

Definiciones de estrés

Para comprender qué es el estrés, se debe empezar con una clara definición. Una búsqueda bibliográfica sobre estrés reveló que no hay una definición consistente proporcionada por los expertos en el campo, sin embargo, hay dos perspectivas generales que han sido identificadas: una es que el estrés es el resultado de algo ajeno al individuo, de ello se asume que factores externos son la causa del estrés. El otro punto de vista es que el estrés es interno, es lo que sucede dentro del individuo cuando interpreta o reacciona a lo que ocurre a su alrededor.

Uno de los pioneros en el campo, Hans Selye, indicó ya en 1956 que el estrés resultaba difícil de definir. Basándose en su trayectoria médica proporcionó una serie de aseveraciones, basada en investigaciones que caracterizan al estrés, a continuación mencionaremos las siguientes:

- El estrés es el desgaste natural causado por la vida.
- El estrés es un estado manifestado por un síndrome específico de eventos biológicos y puede ser tanto agradable como desagradable.
- El estrés es la movilización de las defensas del cuerpo que permiten a los seres humanos adaptarse a eventos hostiles o amenazantes.
- El estrés resulta peligroso cuando se prolonga en demasía y, se origina muy a menudo o se concentra en un órgano particular del cuerpo.

De acuerdo a Selye, lo define de la siguiente manera: “El estrés es el estado que se manifiesta por un síndrome específico que consta de todos los cambios no expresamente inducidos dentro de un sistema biológico (1966, p.54).

Después de contar con más experiencia e investigación del fenómeno, él obtuvo discernimientos extras que lo condujeron a una definición mejorada. En 1974 el autor propuso lo siguiente:

- El estrés no es solamente tensión nerviosa.
- El estrés no es siempre el resultado no específico del daño.
- El estrés no es algo que pueda evitarse.
- La completa libertad del estrés es la muerte (pp.17-20).

Selye definió entonces al estrés como “la respuesta no específica del cuerpo a cualquier exigencia que se le demande”. (1974, p.14). Él consideraba irrelevante si el agente o la situación que un individuo enfrentaba era agradable o desagradable. Todo lo que importaba era la intensidad de la demanda de adaptación o reajuste.

Selye acuñó diferentes palabras para clasificar los tipos de estrés al llamar *eustrés* al positivo, el cual es un evento que se experimenta como agradable y *distrés* al negativo, el cual es una experiencia desagradable. Una limitación de esta definición es que conceptualiza al estrés como algo que afecta a la gente de una manera casi mecánica y parecida a un reflejo y que no toma en cuenta las evaluaciones intelectuales o cognoscitivas de la situación.

R.S. Lazarus (1966-1971) hizo hincapié en las limitaciones de las definiciones que describen al estrés en términos de las respuestas fisiológicas del cuerpo a las exigencias que se le demanden. En otras palabras, él creía que los eventos por sí mismos no producen reacciones de estrés. Los doctores Woolfolk y Richardson (1978), consecuentes con este punto de vista, presentan al estrés como si fuera causado por el pensamiento y el comportamiento de un individuo los cuales conducen a la preocupación, la tensión y a la enfermedad física. Ellos definen el estrés como estar “aquí” en el cerebro humano y establecen que “el estrés está vinculado a algún acto de entendimiento que resulta de la interacción entre el medio ambiente y el organismo”. (p.6)

Estas definiciones han sido útiles para ayudarnos a entender mejor el estrés. Lo que se necesita ahora para ayudar a los maestros es una clara definición de estrés junto con un programa viable sobre cómo sobrellevarlo efectivamente. En las páginas siguientes presentaremos nuestra definición de estrés, y más adelante en el libro, presentaremos un programa en donde proporcionaremos métodos efectivos para identificarlo y saber sobrellevarlo.

Un modelo de estrés

En nuestro análisis del estrés hemos encontrado que los eventos por sí solos no necesariamente producen reacciones de estrés. De hecho los eventos por sí mismos son neutrales. Son fundamentalmente nuestras percepciones y evaluaciones de los eventos las que los hacen agradables o desagradables para nosotros. Si bien es cierto, hay algunas situaciones que parecen intrínsecamente estresantes como el tener las manos de alguien rodeándole el cuello. Esto es estresante si se percata de que es una amenaza seria a diferencia de un tono guasón o juego de roles, sin embargo, hay algunas situaciones que son más probables que otras de ser percibidas como estresantes.

En otro ejemplo: si un maestro entra al salón de clases y ve a los estudiantes corriendo por el salón y gritándose entre ellos, la cantidad de estrés experimentada por el maestro es completamente en función de su interpretación del evento. Si teme que el director entre y lo juzgue porque no tiene control del grupo, y como consecuencia de ello reciba una amonestación; el evento ahora, se vuelve amenazante para el maestro y por lo tanto estresante. Esto es especialmente cierto para los maestros que no han establecido un sensación de confianza con ellos mismos o no se sienten seguros con su director.

Si el maestro percibe la situación como una amenaza y cree que no puede sobrellevarla exitosamente, una reacción de estrés ocurrirá y el maestro sentirá un cambio en su estado físico, emocional e intelectual. Por lo tanto, el estrés no es ajeno al maestro, está en el entendimiento del individuo mientras interactúa con el medio ambiente. A medida que experimenta el estrés, el individuo está en alerta y este despertar activa el organismo. Esta estimulación del organismo normalmente es intelectual, emocional o fisiológica o la combinación de ambos. Se experimentará algún tipo de trastorno.

Así, en el ejemplo del maestro, la amenaza percibida del director que se aproxima, incitará a la rama simpática de su sistema nervioso autónomo. El hipotálamo, que es parte del tallo cerebral, activará entonces la glándula pituitaria causando una liberación de la hormona adrenocorticotropa para que corra en el torrente sanguíneo, la hormona después viaja en la sangre a las glándulas suprarrenales. Las suprarrenales, que se sitúan arriba de los riñones, entonces secretan varios esteroides al torrente sanguíneo. Mientras estas hormonas circulan por todo el cuerpo se originan cambios que son importantes para la supervivencia del organismo. La sangre es desviada desde los órganos internos al cerebro, la cual provee con energía al individuo para un rápido pensamiento y actividad física inmediata, de ser necesario. Las pupilas de los ojos se dilatan, la audición se vuelve más aguda, las manos y los pies frecuentemente traspiran, el ritmo cardíaco aumenta y la presión sanguínea se eleva, la respiración del individuo generalmente se hace más rápida y hay un incremento en el consumo de oxígeno. Todas estas reacciones ocurren automáticamente si el individuo percibe la situación como una amenaza, y la persona entra en un estado de desequilibrio.

En conjunto con los cambios fisiológicos, las emociones responden automáticamente mientras el individuo reacciona a lo que él percibe como una amenaza. Estos sentimientos negativos son frecuentemente sentimientos de impotencia y pueden producir una situación fuera de control para el individuo. De hecho, Borysendo (1987) aseveró que los estudios inmunológicos revelan que la incapacidad de dominar el estrés (impotencia), más que el evento estresante en sí, es lo más perjudicial para la inmunidad". (p.21). En la situación previa del maestro él experimenta una reacción fuerte de ansiedad a

lo que él percibe como una amenaza. Está respondiendo intelectual, emocional y físicamente.

Atendiendo estas apreciaciones de cómo se generan las reacciones estresantes, nosotros definimos el estrés como *una condición de desequilibrio dentro del estado intelectual, emocional y físico del individuo; es generado por nuestras percepciones de alguna situación que generan reacciones físicas y emocionales. Pueden ser positivas o negativas, dependiendo de nuestras interpretaciones.*

Es de notarse que nuestra definición incluye tres aspectos importantes: (1) el estrés es provocado y sustentado por los procesos intelectuales o cognoscitivos que una persona elige utilizar, (2) se afecta por las emociones que experimentamos y (3) afecta nuestra condición física o nuestra salud. En otras palabras, el estrés abarca todo sobre el individuo. Esta es una de las razones por la que puede ser muy destructivo para nosotros. Cuando percibimos una amenaza, nos desequilibramos y experimentamos cambios inmediatos en nuestro ser intelectual, emocional y físico y entonces debemos tomar decisiones respecto de lo que haremos frente a la amenaza. Todo nuestro ser se afecta. Basados en esta concepción del estrés, nosotros somos los únicos que debemos tomar las decisiones de cómo nos ocuparemos de las situaciones estresantes en nuestras vidas.

Cuando nuestros mecanismos de enfrentamiento son exitosos, el distrés se minimiza y la autoestima del individuo no se ve amenazada. En realidad, el distrés incluso se puede cambiar a un tipo de estrés positivo o eustrés.

Cuando nuestros mecanismos de enfrentamiento son infructuosos, se experimentan emociones negativas y son vistas como amenazantes para el individuo. Cuando estas exigencias negativas se le demandan a nuestro cuerpo, el sistema inmunológico se afecta y puede causar una enfermedad. Por consiguiente, cuando un maestro experimenta algún estresor, como lo son los alumnos problema, los medios ruidosos o una pila de trabajos para calificar; él puede considerarlos como una amenaza a su autoestima. Las consecuencias de este estresor dependerán del tipo de mecanismos de enfrentamiento que el maestro haya desarrollado. Si estos mecanismos de enfrentamiento son exitosos el estrés no necesita convertirse en distrés, no obstante, en muchos casos los maestros no han sido capacitados para lidiar con sus estresores ni para desarrollar una variedad de mecanismos de enfrentamiento exitosos. Los resultados muy frecuentemente son enfermedad o con el tiempo, el cese laboral para muchos.

Lo que se necesita es un programa profesional para ayudar a los maestros para saber sobrellevar sus estresores y para que aprendan nuevos mecanismos de enfrentamiento para neutralizar o incluso convertir el distrés en eustrés. El primer paso en este programa es identificar las causas del estrés del maestro para que se puedan aprender nuevos mecanismos de enfrentamiento.

Las causas del estrés del maestro

Es importante que usted sea capaz de identificar los estresores en su vida si toma en serio el aprender a manejar el estrés y a cambiar ciertas áreas de su vida donde tenga el control de hacerlo. El conocer las causas de su estrés puede ayudarlo a desarrollar un programa para reducir el estrés negativo. Se ha identificado un número de factores que contribuyen a las causas del estrés del maestro. Los hemos organizado en dos categorías principales: estresores profesionales y estresores personales, las cuales nos parecen maneras

convenientes de categorizar las variadas fuentes. También necesitan ser identificados por separado para que las estrategias específicas puedan ser utilizadas para prevenir el incremento de estrés en cualquiera de las categorías.

En general, se ha visto que cuando un individuo tiene altos niveles de estrés en una de las categorías y no se ha iniciado un plan de tratamiento, se afecta la otra categoría. Un ejemplo de esto es cuando un individuo tiene bastante estrés profesionalmente y no puede hacerle frente, frecuentemente se irrita y tiene dificultad para relacionarse con su familia y sus amigos. Este patrón se refleja normalmente en un mayor conflicto en las relaciones o en el aislamiento social, si este comportamiento negativo persiste, la vida personal también se verá afectada.

Algunas veces una crisis se manifestará por sí misma principalmente en la relación familiar más que en la vida profesional. Si la familia es muy comprensiva con el individuo durante la crisis, la familia no necesita ser afectada negativamente, no obstante, si el conflicto aumenta en la familia, la vida profesional también será afectada. En casos extremos en donde no tiene lugar la intervención de la familia o el apoyo llega demasiado tarde, el individuo puede cesar en el nivel profesional. Es importante que al lidiar con el estrés, seamos capaces de identificar si este está relacionado principalmente con la vida personal o la vida profesional.

Los estresores profesionales

Los factores profesionales que han sido identificados como muy estresantes para los maestros son los alumnos problema; el papeleo excesivo; los problemas con el plan de estudio; el planeamiento complejo; el trabajo oneroso; las presiones del entorno; los enredos administrativos; la falta de movilidad y otros factores menos importantes. Los factores situacionales de conflicto y ambigüedad de roles también se han reportado que afectan significativamente la satisfacción laboral para muchos maestros (Caplan y Jones, 1975; Schwab y Iwanicki, 1982a). Cuando los maestros son incapaces de identificar qué papel se espera de ellos experimentan conflictos en varios grados los cuales afectan su autoestima y su desempeño. La dificultad en definir cuidadosamente los deberes que se requieren de ellos, también puede ser estresante y puede contribuir a una falta de logro personal para estos maestros, los cuales reducen sus sentimientos de triunfo.

Otra fuente de estrés para los maestros es el cambio. Con los crecientes cambios en la sociedad los maestros se enfrentan a tener que hacer una variedad de modificaciones en su vida personal y profesional. Estos cambios incluyen incrementos en la población, diversidad en la población estudiantil, incrementos en los costos de vida, el crimen y su impacto en el comportamiento de los estudiantes y muchos otros problemas. El cambio muy frecuentemente provoca algún tipo de desequilibrio en el individuo. Este depende de cómo serán considerados con respecto al estrés positivo o negativo.

Muchas comunidades actualmente están en un estado de cambio debido a la movilidad cada vez mayor de la población estadounidense. Algunas escuelas experimentan gran diversidad en su representación étnica y los maestros son encarados a enseñar a estudiantes que no hablan inglés o lo hablan muy poco. Si los maestros están negativamente estresados o no (distrés), en gran parte dependerá de cómo perciben estas nuevas exigencias que se les demandan.

En California la población estudiantil se está haciendo más diversa y estos cambios se están acelerando. Los maestros necesitan tomar cursos sobre cómo enseñar a los estudiantes que no hablan inglés y también necesitan aprender a cambiar sus programas de estudio para satisfacer estas demandas. Algunos maestros reportan que encuentran los cambios desafiantes, otros maestros han planteado que las nuevas exigencias que se les demandan crean problemas que ellos son incapaces de manejar. Aquí otra vez vemos que el entorno o los cambios de población son neutrales, las reacciones dependen de cómo los maestros perciben los cambios.

Cada profesión tiene aspectos estresantes. Algunos individuos sobrellevan estas situaciones de formas más positivas que otros. Es de suma importancia que los individuos identifiquen las áreas que les ocasionan el mayor estrés y que empiecen algún tipo de programa de intervención como el descrito más adelante en este libro.

Los estresores Personales

Los factores que entran en la categoría definida como Estresores Personales están normalmente agrupadas en cinco áreas principales: salud, relaciones (familia, amigos y compañeros), financiera, recreativa y condiciones de vida.

Los asuntos de salud han ocupado un lugar relevante en la lista de quejas cuando el estrés es una parte importante en la vida de un individuo. Como establecimos al principio de este capítulo, cuando los niveles de estrés llegan a ser muy altos, el sistema inmunológico de una persona se afecta y el resultado es algún tipo de enfermedad, la magnitud de la enfermedad depende del nivel de estrés.

En los reportes de maestros principiantes las estadísticas indican que es muy probable que en las primeras semanas de escuela estos maestros reporten algún tipo de enfermedad que los lleva a ausentarse en la escuela. Descubrimos en los grupos de nuestros maestros principiantes que un número de estos individuos tuvo resfriados al final de la tercera semana de enseñanza si no había sido utilizado ningún programa de reducción de estrés. Incluso, para los maestros que generalmente no reportan enfermedad frecuente, hay situaciones que ocurren como un accidente, por ejemplo, la muerte de algún miembro de la familia que afecta el sistema inmunológico del cuerpo de manera que puede resultar en enfermedad. Un programa esbozado cuidadosamente de bienestar general que incluya reducción de estrés, relajación, ejercicio y hábitos alimenticios saludables pueden ayudar al individuo para combatir la enfermedad durante esos tiempos estresantes en la vida.

Los problemas de relaciones están muy a menudo arriba en la lista de las causas de estrés en los educadores. La familia y los amigos demandan tiempo y frecuentemente, los maestros se sienten agotados después de un largo y extenuante día de escuela. Muchos maestros en nuestros talleres nos han dicho que tienen poco tiempo para darle a sus familias cuando llegan a casa, sin embargo hay tantas responsabilidades que se deben atender, agregando más distrés a su ya estresante día. Aunado a estos problemas están los muchos cambios que se están dando en nuestra sociedad como el crimen y la pobreza cada vez mayores, la sobrepoblación y los cambiantes valores y principios. Debido a ello la necesidad de relaciones personales sólidas se hace aún más grande, sin embargo, a menos que la gente esté informada acerca de las técnicas para resolver conflictos cuando surjan, estas condiciones estresantes solamente se añaden a lo que se le puede llamar una sobrecarga de estrés para algunos maestros.

Un alto porcentaje de los educadores tienen preocupaciones extras con las finanzas debido a las inadecuadas tarifas salariales en comparación con muchas otras profesiones, que afectan las condiciones de vida y sus actividades recreativas. El tener que subsistir con tarifas salariales bajas determina el tipo de condiciones de vida y los entornos en donde educar una familia. Aún el ser capaces de poseer su propio hogar es discutible para la mayoría de los maestros jóvenes. También los presupuestos limitados les dejan pocas opciones a muchas familias cuando intentan planear sus actividades recreativas.

Todas estas condiciones se suman a las muchas fuentes de estrés con las cuales los maestros están constantemente tratando de lidiar. La identificación de las causas del estrés de un maestro es necesaria si el individuo quiere aprender a manejar las presiones tanto en su vida profesional como en su vida personal. Una vez que hayan identificado la fuente de su estrés, pueden entonces empezar a buscar formas en que ellos manifiestan el estrés y evaluar tanto las consecuencias positivas como las negativas.

Cómo se manifiesta el estrés

Todos nosotros hemos aprendido varios mecanismos de enfrentamiento para sobrevivir desde que éramos niños. Estos mecanismos de enfrentamiento se aprenden imitando a las personas relevantes en nuestra estructura familiar. Formulamos nuestras percepciones de las situaciones y eventos y desarrollamos mecanismos de enfrentamiento que nos permitieron sobrevivir. Muy a menudo estos mecanismos funcionan sin nuestro constante detenimiento para analizar si son o no saludables para nosotros.

Un ejemplo está en las formas en las que nos ocupamos de las situaciones estresantes. Una de las maestras principiantes en nuestros talleres nos compartió su experiencia sobre la dificultad que se presentaba para llevarse bien con su director. Al respecto decía: “Cada vez que hablamos la conversación termina en discusión: me molesto mucho con él, algunas veces lloro y otras grito. Me frustró mucho”.

Lo que advertía era que consideraba a su director una amenaza para ella. Las emociones experimentadas de la situación estresante eran sentimientos de impotencia, enojo y frustración y ella reaccionaba con patrones de conducta negativa. Después de analizar el esquema conductual de la profesora descubrimos que ella había aprendido a reaccionar con estos patrones de conducta negativa hacia su padre y estaba transfiriendo estos patrones aprendidos hacia su director cuando experimentaba algún tipo de conflicto con él. Era evidente que su estrés manifestaba un patrón de conducta negativa al discutir con él. Lo que aprendió más adelante fue que se sentía herida y molesta cuando percibía que él la trataba como una “niña tonta” de la manera en la que su padre lo hacía. Ella utilizaba patrones anteriores de conducta y se defendía en las formas con las que estaba acostumbrada, con el uso de algún tipo de discusión. Su estrés se manifestaba en sentimientos negativos presentados en conductas negativas.

Aprender a manejar situaciones estresantes depende de qué tan bien podamos identificar nuestros sentimientos y nuestras reacciones hacia ellos, los cuales hemos denominado como *Reacciones Emocionales*. Aprender a identificar nuestras emociones puede ayudarnos mientras aprendemos a sobrellevar las situaciones estresantes con las que nos encontramos. Hacer diario una lista de las emociones negativas generalmente ayuda. Al final de la semana usualmente encontramos las siguientes emociones o sentimientos: ansiedad, miedo, irritabilidad, frustración, depresión, enojo y dolor. Generalmente estos

sentimientos vienen en conjunto más que de uno a la vez y nos hace saber que tenemos necesidades que se están expresando.

Mucha gente no está consciente de que hay necesidades detrás de sus sentimientos. En cambio, ellos sólo se dejan llevar por los sentimientos, como la maestra principiante que reaccionaba con enojo discutiendo con su director. A medida que trabajábamos más con ella encontramos que su necesidad insatisfecha era el ser aceptada y apreciada por el director. Esta era una necesidad que ella había experimentado con su padre, que era del tipo de padre de familia estricto y punitivo, y fracasaba en satisfacer la necesidad de aprobación por parte de él. De este modo ella transfería esta necesidad a su director y quería que él la alabara por su enseñanza.

Una vez que identifiquemos nuestras necesidades podemos empezar a satisfacerlas de formas más positivas. La maestra principiante trabajaba en satisfacer sus propias necesidades de aceptación y reconocimiento al compartir lo que estaba haciendo en su clase con otros maestros que le daban su apoyo. A medida que se fortalecía en su autoconfianza, ella empezaba a comunicarse con su director y a hacerle saber cuánto valoraba la aprobación de él en su enseñanza. Gradualmente, su relación con él empezó a mejorar, de hecho, ella recientemente nos contó que ya no se siente amenazada cuando el director entra a su clase. Incluso lo invitó a pasar a observar una clase y estuvo encantada de escucharlo decir que ella estaba progresando y que también estaba mejorando en su actitud. Ella está aprendiendo a cambiar el estrés negativo a estrés positivo al trabajar sus percepciones de las situaciones, al aprender a cambiar sus conductas negativas y al aprender a satisfacer sus necesidades insatisfechas.

Además de aprender de nuestras emociones y cómo reaccionar ante ellas otra área donde se manifiesta el estrés, es en nuestra vida física. Tal y como se establece en la primera sección de este capítulo, el estrés afecta nuestro sistema inmunológico de manera que somos incapaces de combatir los virus y agentes que atacan nuestros cuerpos los cuales se traducen en enfermedad.

Los estudios sobre los índices de ausencia de los maestros reflejan el alto porcentaje de maestros que se enferman durante los momentos de mucha tensión, como por ejemplo, en los periodos de exámenes, días festivos (i) y durante los cambios de programas o en los cambios de administrador en el año escolar.

Es esencial que los maestros aprendan técnicas de reducción de estrés y desarrollen programas que los ayuden a mantener su salud física, particularmente, durante estos periodos de mucho estrés. Estos programas necesitan incluir conocimientos de rutinas de ejercicios así como el desarrollo de planes de alimentación saludables para un estilo de vida balanceado.

Una tercera área a considerar aquí, está en el aspecto de la responsabilidad social. Mucha gente que experimenta demasiado estrés en sus vidas renuncia, ya que dicen que no tienen la energía para mantener tanto una vida profesional activa como una vida social: “Simplemente no hay tiempo y energía suficientes en el día para hacerlo todo”, esto es una queja que frecuentemente escuchamos. La mayor preocupación cuando la gente se aleja de los demás es que el aislarse dificulta al individuo recibir el apoyo emocional que se necesita mientras atraviesan situaciones de mucha tensión. Es primordial tener el apoyo de las personas relevantes en la vida durante los tiempos de mucho estrés, es también importante recibir retroalimentación de uno mismo y de la situación con el propósito de resolver conflictos y comprender mejor las nuevas maneras para manejar la situación. El aislamiento frecuentemente conduce al desánimo y a la soledad si no hay intervención previa.

La gente y los grupos de apoyo, que nos infunden aliento, son una parte fundamental para manejar las situaciones de mucho estrés y para comprender mejor las nuevas o diferentes maneras de manejar los eventos de mucha tensión. Vemos las situaciones a través de nuestras percepciones pasadas y presentes, las cuales pueden estar frecuentemente distorsionadas. Llegar a un entendimiento con individuos expertos, que son de gran ayuda, es de suma importancia cuando empezamos a hacer cambios necesarios.

La última área a considerar para que usted satisfaga sus necesidades y maneje las emociones negativas es la del intelecto. Frecuentemente encontramos que las quejas, el pensamiento negativo, el aburrimiento y el estancamiento intelectual están asociados con esta categoría. Como educador, una de las razones por las que usted iba a la universidad era porque disfrutaba la estimulación intelectual y poco después de que el entusiasmo inicial de enseñar había terminado empezaba a darse cuenta que la carga pesada de la revisión de trabajos le privaba de tener tiempo para explorar las actividades creativas e intelectualmente estimulantes, probablemente usted empezaba a sentir el estrés que surge al trabajar largas horas con poco tiempo para hacer algunas de las cosas que le causan placer intelectual. En estos momentos se vuelve necesario desarrollar grupos de compañeros e intereses, que gusten de temas similares y áreas que puedan ayudarle a satisfacer sus necesidades intelectuales si es que quiere minimizar el estrés que resulta del trabajo excesivo. Proporcionaremos más detalles en cuanto a cómo puede satisfacer sus necesidades de esta manera en algunos de los siguientes capítulos.

Es importante recordar que cuando usted mismo escuche quejarse, este es frecuentemente un síntoma de una “llamada de auxilio”. A menudo cuando estamos estresados y nos sentimos agobiados, emitimos mensajes que comunican nuestra necesidad de reducir la carga que llevamos. Desafortunadamente, la demás gente a menudo ven el quejarse como algo negativo y se alejan de nosotros. Cuando se escuche así mismo quejándose, deténgase y pregúntese: “¿Necesito ayuda con esta cosa (persona) de la que me estoy quejando? si su respuesta es sí, entonces expóngale esa necesidad a alguien que pueda estar dispuesto a ayudarle por un corto tiempo. A menudo nos resulta necesario aconsejar a los maestros recibir ayuda en sus salones de clases. Ayuda de voluntarios, abuelos que disfrutan ayudar unas pocas horas al día, o incluso los tutores *cross-class*¹ pueden brindar asistencia a los maestros. Lo importante aquí es que ha reconocido su necesidad y está pidiendo ayuda.

Es crucial que identifique los síntomas que experimenta en cada una de las cuatro áreas anteriormente descritas: emocional, física, social e intelectual. Después de identificar los síntomas puede entonces aprender más sobre sus propias necesidades y cómo satisfacerlas para manejar el estrés en su vida.

En los siguientes capítulos lo estaremos guiando en cuanto a cómo identificar sus necesidades y también en cómo desarrollar un plan para satisfacerlas.

Lo que usted está aprendiendo es cómo se genera el estrés en su vida al pensar y al comportarse de maneras que lo conducen a algún desequilibrio. La preocupación y los pensamientos negativos acompañados de reacciones a sentimientos negativos que se manifiestan en patrones destructivos de conducta, contribuirán todos al distrés y a algún tipo de enfermedad física. Ya que los maestros generalmente no están conscientes de estos patrones de pensamientos y conductas, el resultado por lo general se reporta como

¹ Un tutor *cross-class* es un estudiante de una clase que tutora a otro estudiante de otro grupo, en una materia en específico, normalmente del mismo nivel o superior.

problemas relacionados con el estrés. Antes bien, lo que se necesita es un programa para ayudar a los maestros a modificar sus ideas y suposiciones, a identificar sus sentimientos negativos y a conocer sus comportamientos ineficientes que los hacen más vulnerables al estrés y que a la larga afecta su bienestar físico.

En los últimos capítulos del libro discutiremos cada una de estas áreas y lo ayudaremos a identificar sus propias necesidades. También nos abocaremos a cómo satisfacer estas necesidades. Por ahora lo que es importante, es saber cómo el estrés afecta su vida.

¿Cómo afecta el estrés su vida?

Como planteamos al principio, la mayoría de los maestros no han sido capacitados para manejar la gran cantidad de estresores difíciles en su profesión. En muchos casos los maestros nos han dicho que sienten como si tuvieran poco o ningún control sobre su situación profesional. Ellos afirman que se sienten indefensos ante el gran número de cambios que ocurren en la educación. Aunque se dice que se espera que ellos tomen una parte activa en la toma de decisiones, poco de lo que ellos sugieren se incluye en el diseño de la política. Lo que ellos sienten es una sensación de impotencia, sin ninguna comprensión de lo que pueden y no pueden hacer los deja sintiéndose indefensos. Estos sentimientos de impotencia, sino saben sobrellevarse, solamente incrementan el factor estrés.

Lo que se necesita es la identificación sobre lo que usted tiene control y de lo que no tiene poder para cambiar. Al ser capaz de identificar lo que puede cambiar y tomar el control para cambiarlo reducirá el estrés a medida que empieza a ver la situación menos amenazante. Al mismo tiempo es importante ser capaz de identificar aquellas situaciones y eventos sobre los que usted no tiene control y a aprender a manejar el estrés que se origina a partir de los sentimientos sin control.

Para ser capaz de sobrellevar las situaciones donde un individuo no tiene el control de cambiarlas como los presupuestos limitados, los entornos escolares desagradables, etc., una sensación de control debe surgir desde dentro del individuo. Esta sensación de control surge de saber que usted es capaz de escoger la reacción a cualquier tipo de situación en vez de hacerse creer que es una víctima de los acontecimientos, los sentimientos y las actitudes en la vida. Este sentimiento de elección es esencial si quiere sentirse seguro y capaz de sobrellevar las situaciones. También es importante recordar que no es necesario tener un control total de tu vida para sentirte poderoso, no obstante, tratar de sentirse en control no es lo mismo que sentirse seguro consigo mismo. Es esencial hacer elecciones conscientes para actuar ante situaciones donde usted tenga el control y dejar ir aquellas situaciones que están fuera de su control. Sentirse seguro de sí mismo, tomar decisiones para actuar, así como tener un sentido de propósito y pertenencia en la vida, contribuye a vivir una vida sana y balanceada.

Los estudios en los últimos años han respaldado la idea de que nuestras partes físicas, emocionales, intelectuales y espirituales son inseparables y que son de vital importancia para protegernos de enfermedades crónicas. Por lo tanto, es esencial que los maestros estén capacitados para tener las habilidades y el conocimiento necesarios que tendrán como resultado un crecimiento intelectual, físico, emocional y espiritual. Ayudarlos a confiar en sus creencias espirituales y alentarlos a fortalecer sus sentimientos de esperanza es beneficioso para reducir el estrés. También es esencial que sepan que tienen el control de resolver los problemas cotidianos que ocurren tanto en su vida personal como en

su vida profesional. Cómo se comportan en situaciones de mucho estrés, sus posturas, su ideología, sus valores y qué tan saludable mantienen su estado físico, todo trabaja conjuntamente al desarrollar estrategias exitosas de enfrentamiento necesarias para vivir una vida saludable, productiva y placentera. Conocer cómo enfrentar los retos y las exigencias a través de la movilización de sus recursos emocionales, físicos e intelectuales contribuye a mejorar su autoestima y la sensación de que tiene el control de su vida.

Es fundamental aprender entonces a utilizar el estrés de manera positiva en su vida. Puede utilizarlo para ayudarse a crecer, conocer sus necesidades, aprender de sus vulnerabilidades y en última instancia, para entenderse mejor. Los efectos del estrés dependen entonces de cómo lo percibe y en cómo maneja las presiones cotidianas.

¿Qué hacer con el estrés?

Ya que el estrés yace en nuestras percepciones de las situaciones y en cómo reaccionamos a nuestros sentimientos, se deduce que la estrategia para manejar el estrés es reestructurar nuestras percepciones. Podemos empezar a aprender a cambiar cómo percibimos los acontecimientos que son amenazantes para nuestra autoestima. Recuerde, el estrés no es causado por algo ajeno a nosotros; es causado por cómo lo percibimos y cómo manejamos los sentimientos que se suscitan por las reacciones de mucha tensión en nuestro cuerpo. Algunos expertos creen que producimos estrés debido a una ideología poco realista sobre nosotros mismos y nuestro entorno. Si primero nos percatáramos de que pensamos y creemos de forma negativa se podría cambiar la ideología que nos lleva a hacernos exigencias imposibles para nosotros mismos y para los demás.

Nosotros, los autores, no sentimos que podamos, ni queremos cambiar su ideología. Esto es algo que debe escoger por sí mismo. Sin embargo, podemos presentarle ideas y ayudarlo a identificar su propia ideología y pensamiento que contribuyen a su estrés.

Cambiando de ideología

Antes que nada, no puede cambiar sus percepciones hasta que identifique su ideología y aprenda cómo estas ideas o expectativas están causando efectos negativos en usted. Una idea errónea que le produce enojo se puede cambiar si identifica lo que está causando su enojo. Por ejemplo, Jane decía que ella se enojaba con sus estudiantes cada vez que entraban de su refrigerio, ella por lo general estaba muy ansiosa y terminaba gritándole a dos o tres de ellos. A medida que empezamos a hacerle preguntas respecto a lo que ella creía que los estudiantes deberían hacer cuando entraban del lunch, Jane descubrió que esperaba que ellos entraran rápidamente y se prepararan para las clases de la tarde. En lugar de eso, entraban empujándose y gritándose. Tardaban mucho tiempo en acomodarse y frecuentemente estaban inquietos e irritables en la tarde. Jane se sentía estresada y reaccionaba a su enojo gritándoles y siendo impaciente.

A medida que hablamos con ella sobre lo que quería de sus alumnos de tercer grado, empezó a darse cuenta que los estudiantes estaban cansados y agitados debido al periodo de juego de treinta minutos afuera. Los prefectos de la tarde eran bastante permisivos y dejaban a los estudiantes jugar mucho durante este espacio. Cuando ellos entraban estaban agitados y necesitaban tranquilizarse lentamente. Jane pronto descubrió

que un momento de descanso con música tranquila les ayudaba a tranquilizarse y a hacer la transición, pero también le auxiliaba a ella a relajarse.

Jane tenía una clase tranquila y más reservada en su primer año de enseñanza y no había tenido este problema. Esta clase tenía niños en su mayoría y les gustaba practicar juegos activos. Las niñas también eran muy activas y participaban en los juegos que los muchachos jugaban. Habían muchas discusiones con respecto a quién debería tener la pelota y quiénes ganaban los juegos y cuando los niños entraban al salón aún seguían discutiendo sobre la hora del juego. Jane empezó a cambiar la idea de que ellos debían entrar y estar listos para acomodarse y empezar una actividad como en su clase del año pasado. Ella ahora preveía un periodo de transición tranquilo que los ayudaba a tranquilizarse y que también le ayudaba a ella a hacer los ajustes necesarios para sus niveles de energía. Al comprender la naturaleza de lo que eran su ideología y sus expectativas, ayudó a Jane a desarrollar una sensación de alivio e inició un cambio en su actitud hacia los estudiantes.

No todos los problemas son tan fáciles como los de Jane. Algunas veces es más difícil que usted identifique su ideología y cómo ella le causa estrés. Recuerde que las percepciones incorrectas están arraigadas en una ideología o expectativas incorrectas. Debemos cambiar nuestra ideología si queremos cambiar nuestras percepciones. Puede ser útil si piensa en sus creencias más importantes en lo que se refiere a alguna situación que sea estresante para usted. Trate de identificar sus ideas y el tipo de pensamiento que tiene respecto a las situaciones estresantes.

Jane identificó que quería que este grupo rindiera como su grupo anterior, ella no podía abandonar la idea de que los estudiantes necesitaban llegar a clases silenciosamente y acomodarse rápidamente. El conflicto entre su creencia y lo que realmente sucedía le causaba más estrés. Ella identificó su creencia, reconoció el conflicto que tenía y después empezó a reestructurar lo que pensaba de su clase, hasta llegar a reconocer que este grupo era activo y que no iba a tener un periodo de transición tranquilo. Ella necesitaba proporcionarles algo que los ayudara, por ejemplo, la música. También se dio cuenta que tenía que cambiar su creencia y pensamiento si quería obtener el control de la situación y de ella misma.

Escúchese y dése cuenta de lo que dice. Empiece a registrar cualquier plática de la que se percate que le produzca ansiedad. A continuación, se presentaran conversaciones que los maestros han traído de sus diarios a los talleres:

- “He trabajado duro en estas lecciones. Espero tener suficiente material para todos mis alumnos. Me pongo muy nervioso cuando los estudiantes se quedan sin trabajo, ¿qué hacer? Me molesto cuando empiezan a hablar y a perder el tiempo, quiero que utilicen su tiempo sabiamente mientras están en la escuela ¿Por qué no pueden cooperar más?”
- “Me pongo muy nervioso cuando el director entra, si estoy enseñando una buena lección lo hecho todo a perder y empiezo a cometer errores, los estudiantes saben cuando estoy nervioso y se comportan mal aún más. Empiezo a quejarme con ellos y las cosas se ponen tensas en el salón, sé que esto afecta mi evaluación. Debería aprender a relajarme cuando él entra.”

Una plática llena de preocupación siempre producirá algún tipo de estrés. De esto, tome nota de su plática y vea si entra en ciertas categorías, busque especialmente las ideas incorrectas.

Hemos elaborado el siguiente listado de otros maestros para ayudarle a identificar sus ideas incorrectas que por consiguiente, le conducen a un pensamiento incorrecto:

- Preocuparme de mi desempeño cuando alguien me está observando (creer que debo enseñar lecciones perfectas).
- Escuchar opiniones de mi incompetencia (creer que no soy capaz).
- Tener miedo de las consecuencias que pienso puedan ocurrirme (creer que algo negativo me sucederá).
- No ser capaz de idear alternativas; ser demasiado rígido en mi pensamiento (creer que sólo hay una forma correcta de hacer algo).
- “Nunca terminaré todo este trabajo” (creer que el trabajo nunca termina).
- “No me soporto en este momento. Necesito dejar de fumar” (creer que no tengo el control para parar de fumar).
- “Odio sentirme nervioso todo el tiempo” (creer que no tengo control de estar nervioso).

Ahora que ha visto la perspectiva de su pensamiento negativo, échele un vistazo a cuantas veces empieza con “yo”. Afirmaciones negativas del “yo” son algunas de las más destructivas para usted. Empiece a desafiar estos pensamientos, descubra los diferentes tipos de ideología incorrecta que expresa y los significados que le da a los acontecimientos asociados con la idea. Anote una manera positiva de responder a la afirmación. Algunos ejemplos pueden ser:

Afirmación Negativa

Afirmación Positiva

“Nunca terminaré este trabajo”

“Haré lo que pueda”

“Odio sentirme tan nervioso”

“El estrés es parte de la vida, lo transformaré en estrés positivo y dejaré de preocuparme tanto, me concentraré en lo positivo”

Mientras más se percate de su pensamiento negativo, empezará entonces a familiarizarse con la idea detrás de la afirmación. Empiece a escribir afirmaciones breves, las cuales le darán una idea más realista de la situación. Asegúrese de escribir esto con sus propias palabras y de que sea convincente para usted.

Piense en ideas y acciones nuevas y específicas que le cambiaran a una ideología positiva de sí mismo y de las situaciones que necesita cambiar. Cambiar su pensamiento le ayudará mucho, sus sentimientos puede que no cambien por el momento, así que siga trabajando en tranquilizarse mientras se hace afirmaciones que lo ayuden a ver la situación de una manera más positiva. También sea paciente consigo mismo mientras atraviesa este proceso. Toma

tiempo cambiar, al fin y al cabo tomó tiempo aprender todo sobre aquellas afirmaciones negativas.

Mientras trabaja en cambiar su mala autoimagen hacia una más segura, recuerde que la falta de autoconfianza es frecuentemente una imagen precisa de un inefectivo o desorganizado estilo de vida. Necesitará cambiar como se ve a usted mismo y a su mundo. Su autoimagen positiva surgirá de una forma de vida más relajada y extrovertida mientras se centre en sus virtudes y acepte sus limitaciones. Acepte lo que no puede cambiar y cambie lo que sí puede, el tener sentido del humor consigo mismo, también ayuda. Trabaje en desarrollar para sí mismo la espontaneidad, la paz interior, la autoaceptación y una equilibrada forma de vida.

A medida que empieza a cambiar su ideología, recuerde cambiar su comportamiento inmediatamente. Sólo con el pensamiento positivo no cambiará su comportamiento, continúe reforzándose cuando haga algo de una forma nueva y más productiva. Mantenga su estrés al mínimo y continúe trabajando en relajarse. Escribir un diario le ayudará a distinguir pensamientos y conductas específicos que necesiten cambiarse, también le ayudará a aprender nuevos y positivos pensamientos y conductas a medida que los escriba y los practique. (Gold, 1987).

Quizás quiera practicar algunas técnicas de relajación que le ayuden a aprender a vivir un estilo de vida más tranquilo y relajado. La siguiente sección le ayudará con algunas de las técnicas que nos han parecido ser más exitosas. Es importante consultar con su médico antes de que empiece cualquier tipo de programa de salud y lo recomendamos igualmente para éste.

Técnicas de relajación

Aprender y practicar la relajación puede ser de gran beneficio para usted. Como cualquier otra habilidad, debe practicarla hasta que se vuelva una parte natural de su vida. Seleccione uno o dos de los ejercicios y practique todos los días hasta que le sea natural y sienta sus beneficios.

Relajación progresiva. Este es un buen momento para empezar en el manejo de su estrés, se percatará más de su cuerpo y especialmente de aquellos músculos donde se localiza la tensión. Trate de practicar al menos de veinte a treinta minutos todos los días. Por lo general, es más efectivo esperar al menos una hora después de comer. Practique en un lugar tranquilo donde no sea perturbado, mantenga la temperatura del cuarto en un nivel que sea de su agrado, a algunas personas les gusta cubrirse con una manta ligera o sábana. Recostarse en un sofá o acostarse en una cama, son por lo general, las posiciones más cómodas; sentarse en una silla cómoda, puede ser un sustituto, sin embargo, es generalmente más cómodo recostarse, si tiene un problema médico, no obstante, consulte a su doctor. Su ropa tendrá que ser cómoda y holgada, si le preocupa quedarse dormido, ponga su despertador para que lo despierte.

A nosotros nos gusta utilizar cintas de relajación en nuestros talleres, estas cintas tienen música suave de fondo para ayudar a la gente a relajarse. Quizás quiera comprar algunas cintas para su biblioteca personal. Siempre escúchelas antes de que las compre y asegúrese de que disfruta la voz del cantante y el mensaje. Algunas tiendas tienen cintas de muestra para escuchar antes de comprarlas, así que asegúrese de avisarle al dependiente que quiere escucharlas primero.

Si escoge guiarse a través del ejercicio de relajación, analice las instrucciones primero, incluso, quizás quiera hacer una grabación para que la utilice.

Para resumir, practique en un cuarto silencioso y afloje cualquier ropa ajustada, asegúrese que la temperatura sea agradable y si piensa que se quedará dormido, ponga una alarma que no lo asuste cuando se despierte, quizás un radio reloj “con alarma recurrente” sintonizado en música suave. Si no quiere una alarma, apoye su codo en el brazo de la silla o junto a usted o donde sea que se recline, balancee su mano en el aire directamente sobre su codo, si se empieza a dormir, su brazo se caerá y esto lo despertará de forma reflexiva.

Empiece con un ejercicio que lo relaje, comenzando con su cabeza y terminando con sus pies. Si prefiere empezar con sus pies, siéntase libre de invertir el procedimiento, entre más practique más automática encontrará la relajación.

I. Técnica básica:

- A. Tense por separado los músculos en su cuerpo (cabeza, hombros, etc.).
- B. Mantenga la tensión unos cinco segundos por cada grupo de músculos.
- C. Libere la tensión lentamente y al mismo tiempo repita para usted: “relájate y suéltate”.
- D. Inhale profundamente por la nariz y exhale lentamente por la boca. Repita para usted: “relájate y suéltate”.
- E. Empiece con un nuevo conjunto de músculos y continúe por todo su cuerpo.

II. Grupos de músculos y ejercicios

A. Cabeza

- 1. Tense su frente.
- 2. Bizquee firmemente.
- 3. Abra bien la boca.
- 4. Empuje suavemente su lengua contra el paladar.
- 5. Apriete fuertemente su quijada.

B. Cuello

- 1. Extienda su cabeza en una almohada o en donde la tenga.
- 2. Ahora regrese su cabeza hacia delante para tocar su pecho.
- 3. Gire su cabeza hacia su hombro derecho, después hacia su hombro izquierdo.

C. Hombros

- 1. Encoja sus hombros hacia arriba como si fuera a tocar sus orejas. Relájese.
- 2. Encoja su hombro derecho hacia arriba como si tocara su oreja, ahora el izquierdo.

D. Brazos y manos

1. Estire sus brazos y cierre el puño en cada mano.
2. Un lado a la vez: Empuje sus manos hacia abajo en la superficie en donde esté acostado.
3. Un lado a la vez: Cierre el puño, flexione el brazo hasta el codo, ahora ponga tenso el brazo mientras mantiene el puño cerrado.

E. Pecho y pulmones

1. Respire profundo.
2. Tense los músculos del pecho.

F. Arquee su espalda

G. Estómago

1. Tense el área del estómago.
2. Saque el estómago.
3. Meta el estómago.

H. Caderas, piernas y pies

1. Tense las caderas.
2. Presione los talones contra la superficie donde esté recostado.
3. Tense los músculos de sus piernas debajo de las rodillas.
4. Flexione los dedos de sus pies hacia abajo como si fuera a tocar la parte inferior de sus pies.

I. Levante los dedos de sus pies como si fuera a tocar sus rodillas.

J. Ahora relaje todo su cuerpo, disfrute el estado de relajación y recuerde cómo se siente.

Fortalézcase

Las habilidades de resistencia física son particularmente útiles cuando el estrés es debido a circunstancias fuera de su control, cuando opta por exigirse demasiado, cuando de repente se ha encontrado con numerosos cambios en su vida o cuando ha cambiado su estilo de vida.

El ejercicio como trotar, nadar, correr, caminar, jugar tenis etc., puede tonificar sus músculos y ayudar a mantenerlo esbelto; puede hacerlo más fuerte, sin embargo, lo más importante, el ejercicio aeróbico ayuda a su corazón y a sus pulmones a trabajar mejor y es también un maravilloso relajador del estrés.

¿Está dispuesto a hacerlo regularmente? Trate de ejercitarse veinte minutos al menos, un día sí y un día no. Empiece lentamente y vaya aumentando gradualmente. Consulte a su médico por los tipos de ejercicios que más le convengan a usted, recuerde que la meta es la mejoría, no la perfección.

Haga que funcione

Practique su relajación hasta que se vuelva automática. Imagínese en calma y relajado; siempre que esté estresado, visualícese en calma y en control de su vida. Ponga en práctica

las afirmaciones positivas mientras empieza a tranquilizarse. Empiece el programa de ejercicio que más le convenga y continúelo aún cuando parezca que no haya tiempo. Saque tiempo para usted, sea su propia prioridad, también empiece a cuidar sus patrones de alimentación. Todo esto afecta a nuestro cuerpo y contribuye al estrés.

En los capítulos posteriores, cuando le armemos un plan de vida, se presentarán maneras para manejar el estrés, por ahora, sólo empiece y sea constante.

Una reflexión adicional sobre el estrés: hacer que el estrés funcione para usted no será fácil hasta que se comprometa a cambiar su estilo de vida. Necesitará volverse consciente de su salud física, nutrición, ejercicio, lugar de trabajo, hogar y relaciones interpersonales. Necesitará empezar un plan de vida para cambiar aquellas áreas que necesiten cambiarse. Si es persistente pronto descubrirá que desarrolla su propio estilo, técnicas e ideas que formarán parte de un nuevo y satisfactorio estilo de vida, si piensa que es demasiado trabajo, las consecuencias son considerables. El resultado final del estrés y sus efectos en la personalidad y el estado físico es el agotamiento profesional o síndrome de *burnout*. Antes de que decida que es demasiado trabajo cambiar su estilo de vida, échele un vistazo al siguiente capítulo sobre el síndrome de *burnout* y sus efectos perjudiciales, tanto en aspectos personales como profesionales.

SOURCE TEXT

Chapter 2

Stress: A Mirror of Your Perceptions

We are influenced not by 'facts' but by our interpretation of facts.

— Alfred Adler

Stress has been identified as 'the worst health problem that teachers have to contend with' (Sylwester, 1977), and 'America's leading adult health problem' (Rosch, 1991). We hear about it almost daily from colleagues, in various media, and often in our own statements to others. The warnings about stress are so severe that perhaps the Surgeon General should label teaching certificates as hazardous to the health of the user.

Stress in life, in one form or another, is inescapable. In the professions and in business it is so commonplace that 'stress management is the leading priority for employee assistance programs' (Murphy, 1991). We hear about it, talk about it and experience it virtually every day, yet we are not really sure what it is. It seems to mean different things to different people, largely because it is experienced in various ways.

Of greater importance is the fact that although teachers are aware that there is considerable stress in their lives, they do not know how to cope with it. They have had no preparation or training in their professional education programs to deal with it.

In order to respond to or cope with a problem, it is of significant value first to understand what it is. We will begin with a review of stress definitions and then provide our own model and definition. We will look at personal and professional sources of stress, how it is manifested, and conclude with what to do about it.

Definitions of Stress

An understanding of stress must begin with a clear definition. A search of the literature on stress revealed that there is no consistent definition provided by the experts in the field. There are two general perspectives, however, which have been identified. One is that stress is a result of something outside of the individual; external factors are the cause of stress. The other viewpoint is that stress is internal, it is what goes on inside the individual as they interpret or react to what is going on around them.

One of the pioneers in the field, Hans Selye, indicated as early as 1956 that stress is difficult to define. Drawing from his medical background he provided a number of statements, based on research, which characterize stress. These are:

- Stress is the wear and tear caused by life.
- Stress is a state manifested by a specific syndrome of biological events and can be both pleasant or unpleasant.
- Stress is the mobilization of the body's defenses that allow human beings to adapt to hostile or threatening events.
- Stress is dangerous when it is unduly prolonged, comes too often, or concentrates on one particular organ of the body.

From his information, Selye defined stress in the following way: 'Stress is the state manifested by a specific syndrome which consists of all the nonspecifically induced changes within a biologic system' (1956, p. 54).

After considerably more experience and research of the phenomenon, he gained additional insights which led to a significantly revised definition. In 1974, he offered the following:

- Stress is not merely nervous tension.
- Stress is not always the nonspecific result of damage.
- Stress is not something to be avoided.
- Complete freedom from stress is death (pp. 17-20).

He then defined stress as, 'the nonspecific response of the body to any demand made upon it' (1974, p. 14). Selye felt that it was immaterial whether the agent or situation an individual faced was pleasant or unpleasant. All that mattered was the intensity of the demand for adaptation or readjustment.

Selye coined words to describe different types of stress by calling positive stress *eustress*, which is an event that is experienced as pleasant, and negative stress *distress*, which is an unpleasant experience. A limitation of this definition is that it conceptualizes stress as something that affects people in an almost mindless reflex-like way, and does not take into account the intellectual or cognitive evaluations of the situation.

R.S. Lazarus (1966, 1971) pointed out the limitations of the definitions that describe stress in terms of the physiological responses of the body to the demands made upon it. In other words, he believed events do not in themselves produce stress reactions. Drs Woolfolk and Richardson (1978), consistent with this viewpoint, present stress as being caused by an individual's thinking and behaving in ways that lead to worry, tension, and physical disease. They define stress as being 'in here', within the human brain, and state that 'stress is linked to some act of understanding resulting from interaction between the environment and the organism' (p. 6).

These definitions have been useful in helping us better to understand stress. What is now needed in assisting teachers is a clear definition of stress along with a workable program on how to cope effectively with it. In the next few pages we will present our definition of stress, and later in the book present a program within which we will give effective methods for identifying and coping with it.

A Model of Stress

In our analysis of stress, we have found that events do not in themselves necessarily produce stress reactions. In fact, events in and of themselves are neutral. It is mainly our perceptions or evaluations of events that make them pleasant or unpleasant for us. Granted, there are some situations which seem inherently stressful, such as having someone's hands around your neck. This is stressful if you perceive it as a serious threat as opposed to playfulness or role playing. There are some situations, however, that are more likely than others to be perceived as stressful.

As another example, if a teacher walks into the classroom and sees the students running around the room and yelling at each other, the amount of stress experienced by the teacher is entirely a function of that teacher's interpretation of the event. If the teacher fears that the principal may walk in and judge them as not having control of the class so that they will receive a reprimand, the event now becomes threatening to the teacher and thus stressful. This is especially true for teachers who have not established a feeling of confidence within themselves, or do not feel secure with their principal.

If the teacher perceives the situation to be a threat, and believes that they are unable to cope successfully, a stress reaction will occur and the teacher feels a change in their physical, emotional and intellectual states. Thus, stress is not outside the teacher, it is within the individual's understanding as they interact with the environment. As they experience the stress, they are aroused, and this arousal alerts or activates the organism. This arousal usually is intellectual, emotional, or physiological, or combinations of these. Some type of upheaval will be experienced.

In our example of the teacher, the perceived threat of the approaching principal will arouse the sympathetic branch of their autonomic nervous system. The hypothalamus, part of the brain stem, will then activate the pituitary gland causing a release of the hormone ACTH to flow into the bloodstream. The hormone then travels in the blood to the adrenal glands. The adrenals, which are situated above the kidneys, then secrete various steroids into the blood. As these hormones circulate throughout the body, changes are caused that are important to the organism for survival. Blood is diverted from the internal organs to the brain, providing the individual with energy for quick thinking and immediate physical activity if needed. The pupils of the eyes dilate, hearing becomes more acute, hands and feet often perspire, the heart rate increases and blood pressure is elevated. An individual's breathing usually becomes more rapid, and there is an increase in oxygen consumption. All of these reactions occur automatically as the individual perceives the situation to be threatening. The person enters a state of disequilibrium.

Along with the physiological changes, emotions are responding automatically as the individual reacts to what they perceive as a threat. These negative feelings are often feelings of helplessness and may produce an out-of-control situation for the individual. In fact, Borysendo (1987) stated that 'immunological studies reveal that the inability to feel in control of stress (helplessness), rather than the stressful event itself, is the most damaging to immunity' (p. 21). In this situation above, the teacher is now experiencing a high anxiety reaction to what they perceived as a threat to them. They are responding intellectually, emotionally and physically.

In recognition of these insights on how stressful reactions are generated, we define stress as *a condition of disequilibrium within the intellectual, emotional and physical state of the individual; it is generated by one's perceptions of a situation, which result in physical and emotional reactions. It can be either positive or negative, depending upon one's interpretations.*

As you can see, our definition of stress includes three major aspects: (1) stress is triggered and sustained by the intellectual or cognitive processes a person chooses to use, (2) it is affected by the emotions we experience, and (3) it affects our physical condition or health. In other words, stress involves all of an individual. This is one of the reasons that it can be so destructive to us. When we perceive something to be a threat, we are thrown off equilibrium and experience immediate changes in our intellectual, emotional and physical being. We then must make decisions regarding how we will cope with the threat. Our entire being is affected. Based on this conception of stress, we are the ones who must make decisions on how we are going to deal with the stressful situations in our life.

When our coping mechanisms are successful, the distress is minimized and the individual's self-esteem is not threatened. In fact, the distress can even be changed to a positive type of stress, or eustress.

When coping mechanisms are unsuccessful, negative emotions are experienced and seen as threatening to the individual. When these negative demands are made upon one's body, the immune system is affected and illness may result. Therefore, when a teacher experiences some stressor such as disruptive students, noisy environments, or heavy paper loads, they may perceive them to be a threat to their self-esteem. The consequences of this stressor will depend on the type of coping mechanisms the teacher has developed. If these coping mechanisms are successful, the stress need not become distress. However, in many instances, teachers have not been trained to handle their stressors nor to develop a variety of successful coping mechanisms. The results too often are illness, or eventually employment termination for many.

What is needed is a professional program to assist teachers in handling their stressors, and in learning new coping mechanisms to neutralize or even turn distress into eustress. The first step in this program is to identify the causes of teacher stress so that new coping mechanisms can be learned.

Causes of Teacher Stress

Being able to identify the stressors in your life is important if you are serious about learning to handle stress and to change certain areas of your life where you have the control to do so. Knowing the causes of your stress can help you develop a program to reduce the negative stress. A number of factors that contribute to the causes of teacher stress have been identified. We have organized them into two major categories: Professional Stressors and Personal Stressors. We have found these to be convenient ways of categorizing the varied sources. They also need to be identified separately so specific strategies can be used to prevent the increase of stress in either of the categories.

It is usually true that when an individual has high levels of stress in one of the categories, and a treatment plan is not initiated, that the other category is affected. An example of this is when an individual has a great deal of stress professionally

The Professional Health Solution

and isn't coping well, they often become irritable and have difficulty relating to their family and friends. This pattern is usually reflected in increased conflict in relationships or withdrawal from contact. If this negative behavior persists, the personal life will be affected also.

Sometimes a crisis will manifest itself mainly within the family relationship rather than in the professional life. If the family is highly supportive of the individual, and is able to resolve the conflict while giving the individual support through the crisis, the family need not be affected negatively. However, if the conflict increases within the family, the professional life will also be affected. In extreme cases where no intervention takes place within the family, or the support is too late, the individual may terminate at the professional level. It is important in dealing with stress to be able to identify whether the stress is mainly related to the personal or professional life.

Professional Stressors

Professional factors that have been identified as being highly stressful for teachers are: disruptive students, excessive paper work, curriculum issues, complex scheduling, burdensome workload, environmental pressures, administrative entanglements, lack of mobility, and other less significant factors. Situational factors of *role conflict* and *role ambiguity* also have been reported to affect significantly job satisfaction for many teachers (Caplan and Jones, 1975; Schwab and Iwanicki, 1982a). When teachers are unable to identify with the role expected of them, they experience conflict in various degrees which affects their self-esteem and their performance. Difficulty in carefully defining the duties required of them also can be stressful and contribute to a lack of personal accomplishment for these teachers, which diminishes their feelings of success.

Another source of stress for teachers is *change*. With the increasing changes in society, teachers are faced with having to make a variety of modifications in their personal and professional life. These changes include: population increases, diversity in school populations, cost of living increases, crime and its affect on students' behavior, and numerous other problems. Change most often brings about some type of disequilibrium to the individual. It then depends upon how these changes are perceived as to whether they will be experienced as positive or negative stress.

Many communities today are in a state of change due to the increased mobility of the US population. Some schools are experiencing greater diversity in their ethnic representation, and teachers are faced with teaching students who speak little or no English. How teachers perceive these new demands placed upon them will in large part depend on whether or not they will be negatively stressed (distress).

In California, school populations are becoming more diverse and these changes are accelerating. Teachers are needing to take courses on how to teach students who do not speak English and are also needing to learn to change their curriculum to meet these demands. Some teachers are reporting that they find the changes challenging. Other teachers have stated that the new demands placed upon them create problems that they are unable to handle. Here again, we see that the environment, or the population changes, are neutral. The responses are dependent upon how the teachers perceive the changes.

Every profession has stressful aspects about it. Some individuals handle these situations in more positive ways than others. It is of extreme importance that individuals identify the areas that bring them the greatest stress and begin some type of intervention program such as the one described later in this book.

Personal Stressors

Factors that come under the category defined as Personal Stressors are usually grouped into five major areas: *health*, *relationships* (family, friends and associates), *financial*, *recreational*, and *living conditions*.

Health concerns have been high on the list of complaints when stress is a significant part of an individual's life. As we stated earlier in this chapter, when stress levels become too high, a person's immune system is affected and the result is some type of illness. The extent of the illness depends on the level of stress.

In reports on beginning teachers, the statistics indicate it is extremely likely that in the first few weeks of school these teachers will report some type of illness that leads to an absence from school. We found in our beginning teacher groups that a number of these individuals had colds by the end of the third week of teaching if no stress reduction program had been introduced. Even for teachers who usually do not report frequent illness, there are situations that do occur, such as an accident or the death of a family member, that affect the body's immune system so that illness can result. A carefully outlined program of wellness that includes stress reduction, relaxation, exercise and healthful eating habits can assist the individual in fighting off disease during these stressful times in life.

Relationship problems are most often high on the list of causes of stress for educators. Family and friends take time and often teachers feel depleted after a long and strenuous day at school. Many teachers in our workshops have told us that they have little to give their families when they get home, yet there are so many responsibilities that must be taken care of, adding more distress to their already stressful day. Added to these problems are the many changes taking place within our society, such as increased crime and poverty, overpopulation, and shifting values and morals. Because of these, the need for strong personal relationships becomes even greater. However, unless people are knowledgeable about techniques to resolve conflicts when they do arise, these stressful conditions only add to what may be called a stress overload for some teachers.

A high proportion of educators have additional concerns over *finances* due to the inadequate salary scales in comparison to many other professions, affecting living conditions and recreational pursuits. Having to exist on low salary scales determines the type of *living conditions* and environments in which to raise a family. Even being able to own their own home is questionable for most young teachers. Limited budgets also leave many families few options when trying to plan *recreational* pursuits.

All of these conditions add to the many sources of stress with which teachers are constantly trying to deal. Identification of the causes of a teacher's stress is necessary if the individual is to learn how to handle pressures in both their personal and professional lives. Once they have identified the source of their stress, they can then begin looking at the ways they manifest the stress and evaluate both the positive outcomes and the negative consequences.

How Stress is Manifested

All of us have learned various coping mechanisms to survive since we were children. These coping mechanisms are learned through modeling significant others within our family structure. We formulated our perceptions of situations and events and developed coping mechanisms that enabled us to survive. Too often these mechanisms function without our even stopping to analyze whether or not they are healthy for us.

An example is in the ways we deal with stressful situations. One of the beginning teachers in our workshops shared how she was having difficulty getting along with her principal. 'Every time we talk it ends up in some type of argument. I get so angry with him. Sometimes I cry and sometimes I yell. I get so frustrated,' she said.

What she was explaining was that she perceived her principal to be a threat to her. Her emotions, experienced from the stressful situation, were feelings of helplessness, anger and frustration, and she reacted in negative behavior patterns. We later discovered she had learned to react in these negative behavior patterns to her father, and was transferring these learned patterns to her principal when she experienced some type of conflict with him. Her stress was manifested in the negative behavior pattern of arguing with him. What she later learned was that she felt hurt and angry when she perceived that he treated her like a 'foolish child' the way her father had. She used past behavior patterns and fought back in the ways in which she was accustomed, through the use of some type of argument. Her stress was manifested in negative feelings acted out in negative behaviors.

Learning to handle stressful situations depends on how well we can identify our feelings and our reactions to these feelings which we have labeled *Emotional Reactions*. Learning to identify our emotions can assist us as we learn to deal with the stressful situations we encounter. Making a daily list of negative emotions usually helps. At the end of a week we usually find the following emotions or feelings on the lists: anxiety, fear, irritability, frustration, depression, anger and hurt. Usually these feelings come in groups rather than one at a time, and let us know that we have needs that are being expressed.

Many people are unaware that there are needs behind their feelings. Instead, they just react to the feeling, like the beginning teacher who reacted to her anger by arguing with her principal. As we worked with her we found that her unmet need was to be accepted and appreciated by her principal. This was a need she had experienced with her father, who was a critical and punishing type of parent, and failed to meet her need for his approval. Thus, she transferred this need to her principal and wanted him to praise her for her teaching.

Once we identify our needs we can begin to meet them in more positive ways. The beginning teacher worked on meeting her own needs for acceptance and appreciation through sharing what she was doing in her class with other teachers who were supportive of her. As she grew stronger in her self-confidence, she began communicating with her principal and letting him know when she appreciated his approval of her teaching. Gradually her relationship with him began to improve. In fact, she recently related to us that she is no longer feeling threatened when her principal comes into her class. She even invited him in to observe a lesson and was pleased to hear him report that she was making some progress and also was improving in her attitude. She is learning how to change

negative stress into positive stress by working on her perceptions of situations, learning to change her negative behaviors, and learning to meet her unmet needs.

In addition to learning about our emotions and how we react to them, another area where stress is manifested is in our *physical life*. As stated in the first section of this chapter, distress affects our immune system so that we are unable to fight off the viruses and agents that attack our bodies, resulting in illness. Studies on teachers' absence rates reflect the high percent of teachers who are ill during stressful times such as during examination periods and holidays, and during program changes or administrator changes within the school year.

It is essential that teachers learn stress reduction techniques and develop programs to assist them in maintaining their physical health, especially during these stressful periods. These programs need to include knowledge on exercise routines along with developing healthy eating plans for a balanced lifestyle.

A third area to consider here is in regard to *social commitment*. Many people who are experiencing too much stress in their lives withdraw since they say they do not have the energy to carry on both an active professional life and a social life. 'There just isn't enough time and energy in a day to do it all,' is a complaint we often hear. The major concern when people withdraw is that cutting oneself off from others hinders the individual from receiving the necessary emotional support that is needed as they go through stressful situations. It is essential to have support from significant others during stressful times. It is also important to receive feedback about oneself and the situation in order to resolve conflict and gain insight into new ways of handling the situation. Isolation often leads to discouragement and loneliness if intervention does not take place.

Support people and groups who are encouraging are a vital part of handling stressful situations and gaining insight into new or different ways to handle stressful events. We see situations through our past and present perceptions which can often be distorted. Gaining insight from knowledgeable individuals who are supportive is of utmost importance as we begin making necessary changes.

The last area to consider in meeting your needs and handling negative emotions is that of the *intellect*. We often find that complaining, negative thinking, boredom and intellectual stagnation are associated with this category. As an educator, one of the reasons that you went to college was that you enjoyed the intellectual stimulation. Soon after the beginning excitement of teaching was over, you began to realize the heavy burden of the paper load that robbed you from having time to explore creative and intellectually stimulating pursuits. You probably began to feel the stress that comes from working long hours with little time to do some of the things that bring you intellectual enjoyment. It becomes necessary at these times to develop partners and interest groups who enjoy similar topics and areas that can help meet your intellectual needs if you are to minimize the stress that comes with too much work. We will provide more detail as to how you can meet your needs in these ways in some of the following chapters.

It is important to remember that when you hear yourself complaining this is often a symptom that is a 'call for help'. Often when we are overworked and feel burdened, we send out messages that are communicating our need to reduce the load we are carrying. Unfortunately, other people often see complaining as being negative and pull away from us. When you hear yourself complaining stop and ask yourself, 'Do I need help with this thing I am complaining about (or person)?' If your answer is yes, then state that need to someone who might be willing to

The Professional Health Solution

help you for a short time. We often find it necessary to advise teachers to get help in their classrooms. Volunteer aids, grandparents who enjoy assisting a few hours a day, or even cross-class tutors can offer assistance to teachers. The important thing is that you have recognized your need and are asking for help.

It is critical that you identify the symptoms you are experiencing in each of the four areas formerly described: *emotional, physical, social and intellectual*. After identifying the symptoms you can then learn more about your own needs and how you can meet them to handle the stress in your life. In the following chapters we will be guiding you as to how to identify your needs, and also in how you can develop a plan for meeting your needs.

What you are learning is how you create the stress in your life by thinking and behaving in ways that lead to some type of disequilibrium in you. Worry and negative thoughts, accompanied by reactions to negative feelings that are acted out in destructive behavioral patterns, will all contribute to distress and some type of physical illness. Because teachers are usually not aware of these patterns of thoughts and behaviors, the result is usually reported as problems related to stress. What is needed is a program to assist teachers in altering their beliefs and assumptions, in identifying their negative feelings and in learning their ineffective behaviors that make them more vulnerable to stress and ultimately affect their physical well-being.

Later chapters in the book will be discussing each of these areas and helping you identify your own needs. Learning how to meet these needs will also be addressed. For now, what is important is learning how distress affects your life.

How Does Stress Affect Your Life?

As we stated earlier, most teachers have not been trained to handle the many difficult stressors in their profession. In many instances teachers have told us that they feel as though they have little or no control over their professional situation. They state that they feel helpless with the many changes taking place in education. Even though they are told that they are expected to take an active part in the decision making, little of what they suggest is included in the policy making. What they feel is a sense of powerlessness. Without an understanding of what they can and cannot do leaves them feeling helpless. These helpless feelings, when not handled, only increase the stress factor.

What is needed is identification of what you do have control over and what you have no power to change. Being able to identify what you can change and taking control to change it, will minimize the stress as you begin to perceive the situation as less threatening. At the same time, it is important to be able to identify those situations and events over which you have no control and learn how to handle the stress that comes with feelings of having no control.

To be able to handle situations where an individual has no control to change it, such as limited budgets, unpleasant school environments, etc., a sense of control must come from within the individual. This sense of control comes from knowing that you are able to choose your reaction to any type of situation, rather than allowing yourself to believe you are a victim to events, feelings and attitudes in life. This feeling of choice is essential if you are to feel secure and able to handle situations. Also, it is important to remember that it is not necessary to

have complete control over your life to feel powerful. However, trying to feel in control is not the same as feeling secure within yourself. Making conscious choices to act on situations where you do have control and letting go of those situations that are out of your control is essential. Feeling confident in yourself, making decisions to act, along with having a sense of purpose and belonging in life, all contribute toward living a healthy and balanced life.

Studies over the past several years have supported the belief that our physical, emotional, intellectual and spiritual parts are inseparable and are vitally important in protecting us from chronic illness. Therefore, it is essential that teachers are trained to have the necessary skills and knowledge that will result in intellectual, physical, emotional and spiritual growth. Helping them to rely on their spiritual beliefs, and encouraging them to strengthen their feelings of hope are beneficial in reducing stress. Also, knowing that they have control within to solve daily problems that occur in both their personal and professional lives is essential. How they act in stressful situations, their attitudes, beliefs, values and how healthy they keep their physical state all work together as they develop successful coping strategies necessary for living a healthy, productive and enjoyable life. Knowing how to meet challenges and demands through mobilizing your emotional, physical and intellectual resources all contribute toward enhancing your self-esteem and the feeling that you are in control of your life.

It is essential then to learn to use stress in positive ways in your life. You can use it to help you grow, to know your needs, to learn of your vulnerabilities and ultimately to understand yourself better. The effects of stress then, depend on how you perceive it and how you handle daily pressures.

What to Do About Stress

Since stress lies in our perceptions of situations and how we react to our feelings, it follows that the strategy for managing stress is to restructure our perceptions. We can begin to learn to change how we perceive events that are threatening to our self-esteem. Remember, stress is not caused by something outside ourselves; it is caused by how we perceive it and how we handle the feelings that are aroused from the stressful reactions within our bodies. Some authorities believe that we produce stress due to unrealistic beliefs about ourselves and our environments. Beliefs that lead us to make impossible demands upon ourselves and others can be changed if we will first become aware that we are thinking and believing in negative ways.

We, the authors, do not feel that we can, nor do we want to, change your beliefs. This is something you must choose for yourself. However, we can present ideas and help you identify your own beliefs and thinking that contribute to your distress.

Changing Beliefs

First of all, you cannot change your perceptions until you identify your beliefs and learn how these beliefs or expectations are producing negative effects within you. A mistaken belief that produces anger in you can be changed if you identify

The Professional Health Solution

what is causing the anger. For example, Jane reported that she gets angry with her students every time they come in from lunch. She is usually quite anxious and ends up yelling at two or three of them. As we began to ask her questions regarding what she believed the students ought to be doing when they came in from lunch, Jane discovered that she expected they should come in and quickly get ready for the afternoon lessons. Instead, they come in pushing and calling to each other. They take a long time to settle down and are often restless and irritable in the afternoon. Jane felt stressed and reacted to her anger by yelling at them and being impatient.

As we talked to her about what she wanted from her third graders, she began to realize that the students were tired and excited from a thirty minute play period outside. The noon directors were quite permissive and allowed the students to play hard during this time. When they came in they were restless and needed to settle down slowly. Jane soon discovered that a rest time with quiet music helped them to settle down and make the transition. It also helped her to relax and not get so stressed with all of the noise.

Jane had a quiet and more reserved class during her first year of teaching and had not had this problem. This class had a majority of boys in it and they liked to play active games. The girls were also quite active and joined in the games the boys were playing. There were many arguments as to who should have the ball and who won the games. When the children entered the room they were still arguing about the play time. Jane began to change her belief that they should come in and be ready to settle down and begin an activity like her last year's class. She now planned for a quiet transition period that helped them settle down and also helped her to make the necessary adjustments to their energy levels. Just gaining insight into what her beliefs and expectations were helped Jane develop a sense of relief and she initiated a change in her attitude toward the students.

Not all problems are as easy as Jane's. Sometimes it is more difficult to identify your beliefs and how they are causing you stress. Remember that faulty perceptions are rooted in faulty beliefs or expectations. We must change our beliefs if we are to change our perceptions. It may be helpful if you were to think about your main beliefs regarding some situation that is stressful for you. Try to identify your beliefs and the type of thinking you are doing regarding stressful situations.

Jane identified that she wanted this class to perform like her previous class. She couldn't let go of the belief that students needed to come to class quietly and settle down quickly. The conflict between her thinking and what was really happening produced more stress for her. She identified her belief, recognized the conflict she was having, and then began to restructure what she was thinking about her class. She recognized that this class was active and not going to make a quiet transition period. She needed to provide something that would help them, thus the music. She also realized that she had to change her belief and thinking if she was to gain control over the situation and over herself.

Listen to yourself and hear what you are saying. Begin to record any anxiety-producing talk you become aware of. Here are a couple of the conversations teachers have brought to the workshops from their journals:

I have worked so hard on these lessons. I hope I have enough materials for all of the students. I get so nervous when the students run out of work

to do. When they begin to talk and waste their time I get angry. I want them to use their time wisely while in school. Why can't they cooperate more?

I get so nervous when the principal walks in. If I am teaching a good lesson, I always blow it and begin making mistakes. The students know when I am nervous and act up even more. I start to fuss with them and things get tense in the room. I know this affects my evaluation. I should learn to relax when he comes in.

Anxious talk always produces some type of stress. Keep track of your talk and see if it falls into certain categories. Look especially for the faulty beliefs.

We have put together the following lists from other teachers to assist you in identifying your faulty beliefs which lead to faulty thinking:

- Worrying about my performance when someone is observing me (believing I must teach perfect lessons).
- Listening to thoughts of my inadequacy (believing I am not capable).
- Fearful of consequences that I imagine may happen to me (believing that something negative will happen to me).
- Not being able to come up with alternatives; being too rigid in my thinking (believing there is only one right way to do something).
- 'I'll never finish all of this work' (believing the work never ends).
- 'I can't stand myself right now. I need to stop smoking' (believing I do not have the control to stop smoking).
- 'I hate feeling so nervous like this all of the time' (believing I have no control over being nervous).

Now that you have gained some insight into your negative thinking, look to see how many times you begin with 'I'. Negative 'I' statements are some of the most destructive ones for you. Begin to challenge these thoughts. Discover the different types of faulty beliefs you are expressing and the meanings you give to the events associated with the belief. Write down a positive way of responding to the statement. Examples might be:

Negative Statement

'I'll never finish this work.'

'I hate feeling so nervous.'

Positive Statement

'I'll do what I can.'

'Stress is part of life. I'll turn it into positive stress and stop worrying so much. I'll concentrate on the positive.'

As you become more aware of your negative thinking, you will then begin to become acquainted with the belief behind the statement. Begin writing out brief statements that will give you a more realistic belief about the situation. Be certain that you have stated this in your own words and that it is plausible to you.

The Professional Health Solution

Think of specific new thoughts and actions that will shift you to positive beliefs about yourself and the situations that you need to change. Changing your thinking will help you a great deal. Your feelings may not change for awhile so keep working with your thoughts. Keep working on calming yourself down as you make statements to yourself that help you see the situation in a more positive way. Also, be patient with yourself as you go through this process. It takes time to change. After all, it took time to learn all of those negative statements.

As you work on changing your poor self-image to a more confident one, remember that a lack of self-confidence is often an accurate picture of an ineffective or disorganized life-style. You will need to work on changing the ways you see yourself and your world. Your positive self-image will come from a more relaxed, outgoing way of living as you focus on your strengths and accept your limitations. Accept what you can't change and change what you can. It also helps to have a sense of humor about yourself. Work on developing spontaneity, an inner calm, self-acceptance and a balanced way of life for yourself.

As you begin to change your beliefs, remember to change your behavior immediately. Positive thinking alone will not change your behavior. Continue to reinforce yourself when you do something in a new and more profitable way. Keep your stress at a minimum and continue to work on relaxing. Keeping a journal will help you to see specific thoughts and behaviors that need changing. It will also help you to learn new positive thinking and behaviors as you write them out and practice them (Gold, 1987).

You may want to practice some relaxation techniques to help you learn to live a more calm and relaxed life-style. The next section will help you with some of the techniques that we have found to be most successful. It is important to check with your medical doctor before beginning any type of health program, and we recommend it for this program also.

Relaxing Techniques

Learning and practicing relaxation can be of great benefit to you. Like any new skill, you must practice until the skill becomes a natural part of your life. Select one or two of the exercises and practice every day until they become natural for you and you are feeling their benefits.

Progressive relaxation. This is a very good place to start in your stress management. You will become more aware of your body and especially those muscles where tension is located. Try to practice at least twenty to thirty minutes every day. It is usually more effective to wait at least an hour after eating. Practice in a quiet place where you will not be disturbed. Keep the room temperature at a comfortable level for you. Some people like to cover themselves with a light blanket or sheet. Reclining on a sofa or lying on a bed are usually the most comfortable positions. Sitting in a comfortable chair can be a substitute, however it is usually more comfortable to recline. If you have a medical problem, however, check with your doctor. Your clothing should be comfortable and loose. If you are concerned about falling asleep, set an alarm clock to awaken you.

We like to use relaxation tapes in our workshops. These tapes have soft music in the background to help people relax. You may want to purchase some tapes for your personal library. Always listen to them before you purchase them and make sure you enjoy the individual's voice and the message. Some stores have sample tapes to listen to before purchase so be sure to let the salesperson know you want to hear them first.

If you choose to guide yourself through the relaxation exercise, review the directions first. You may even want to make a recording for yourself to use.

To review, practice in a quiet room, and loosen any tight clothing. Be certain that the temperature is pleasant. If you think you will fall asleep, set an alarm that will not shock you as you awaken, perhaps a radio 'snooze alarm' tuned to soft music. If you do not want an alarm, rest your elbow on the arm of the chair or next to you wherever you are reclining. Balance your hand in the air directly over your elbow. If you start to fall asleep, your arm will drop and this will reflexively awaken you.

Start with an exercise that relaxes you by beginning with your head and ending with your feet. If you prefer to start with your feet, feel free to reverse the procedure. The more you practice, the more automatic you will find the relaxing:

I Basic Technique

- A Separately tense the muscles in your body (head, shoulders, etc.).
- B Hold the tension about five seconds for each group of muscles.
- C Release the tension slowly and say to yourself at the same time, 'Relax and let go'.
- D Take a deep breath through your nose and slowly let it out through your mouth. Say to yourself, 'Relax and let go'.
- E Begin with a new set of muscles and continue throughout your body.

II Muscle Groups and Exercises

- A Head
 - 1 Tighten your forehead.
 - 2 Squint your eyes tightly.
 - 3 Open your mouth wide.
 - 4 Gently push your tongue against the roof of your mouth.
 - 5 Tightly clench your jaw.
- B Neck
 - 1 Push your head back into the pillow or against where you have it.
 - 2 Now bring your head forward to touch your chest.
 - 3 Roll your head to your right shoulder, then to the left shoulder.
- C Shoulders
 - 1 Shrug your shoulders up as if to touch your ears. Relax.
 - 2 Shrug your right shoulder up as if to touch your ear, now your left.
- D Arms and Hands
 - 1 Hold your arms out and make a fist with each hand.
 - 2 One side at a time: Push your hands down into the surface where you are lying.

The Professional Health Solution

- 3 One side at a time: Make a fist, bend your arm at the elbow, now tighten up your arm while holding the fist.
- E Chest and lungs
 - 1 Take a deep breath.
 - 2 Tighten your chest muscles.
- F Arch your back
- G Stomach
 - 1 Tighten your stomach area.
 - 2 Push your stomach area out.
 - 3 Pull your stomach area in.
- H Hips, legs and feet
 - 1 Tighten your hips.
 - 2 Push the heels of your feet into the surface where you are lying.
 - 3 Tighten your leg muscles below the knee.
 - 4 Curl your toes under as if to touch the bottom of your feet.
- I Bring your toes up as if to touch your knees.
- J Now relax your whole body. Enjoy the state of relaxation. Remember how it feels.

Build Up Your Strength

Physical stamina skills are especially useful when your stress is due to circumstances beyond your control, when you choose to push yourself too hard, numerous changes in your life have come upon you all at once, and/or you've changed your life-style.

Exercise, such as jogging, swimming, running, walking, playing tennis, etc., can tone up your muscles and help to keep you trim. It can make you stronger, however, more importantly, aerobic exercise helps your heart and lungs to work better. It is also a wonderful stress relaxer.

Are you willing to do it regularly? Try to exercise for twenty minutes at least every other day. Start slowly and build up gradually. Check with your medical doctor for the types of exercise that are best for you. Remember the goal is improvement, not perfection.

Making It Work

Practice your relaxation until it becomes automatic. See yourself calm and relaxed. Whenever you become stressed, visualize yourself calm and in control of your life. Practice the positive talk statements as you begin to calm down. Begin an exercise program that is best for you. Keep it going even when there doesn't seem to be time. Take time for yourself. Make yourself a priority. Also begin watching your eating patterns. All of these affect our body and contribute to stress. We will be discussing ways of dealing with stress again in later chapters when we put together a life plan for you. For now, just get started and be consistent.

Stress: A Mirror of Your Perceptions

One additional thought about stress: making stress work for you will not be easy until you become committed to changing your life-style. You will need to become aware of your physical health, nutrition, exercise, your workplace, your home, and your interpersonal relationships. You will need to begin a life plan to help you change those areas that need changing. If you are persistent, you will soon discover that you are developing your own style, techniques and ideas that will become a part of a new and fulfilling life-style. If you say it is just too much work, the consequences are considerable. The end result of stress and its effects on the personality and the physical being is burnout. Before you decide that it is just too much work to change your life-style, take a careful look at the next chapter on burnout and its deleterious effects on you both personally and professionally.

CHAPTER V

Analysis

In this chapter an analysis of the translation work will be illustrated with examples taken from the text in English and its respective translation into Spanish. Likewise; short explanations of the techniques employed, difficulties emerged and their solutions will be given here. As it was previously mentioned, the techniques proposed by Vinay and Darbelnet from the Canadian school were employed to do the analysis of the translation from English into Spanish of some words, phrases or sentences of the chapter “Stress: A Mirror of Your Perceptions” from the book *Teachers Managing Stress and Preventing Burnout*.

Since the translated chapter was a technical text, many unknown terms appeared during the process. Some of those words or phrases were difficult to translate because they are not commonly used in people’s daily vocabulary because they are directly linked with the psychology field. Some of those words or phrases were chosen to exemplify how laborious a translation of this sort may be and what solutions were adopted. Apart from that, the most recurrent words (stressor, eustress and distress) were chosen and analyzed taking into account their relevance for the final version of the target text.

Next, examples of the problems found will be given, following the order of procedures Vinay and Darbelnet provided in their famous work *Stilistique Comparée du Français et de l’anglais*. That is, the direct methods or procedures are presented first (the simplest) and then the oblique methods.

Procedure 1: Borrowing

To overcome a gap. It is used when there is no equivalent or when a concept does not exist in the target language.

Source Language	Target language
Volunteer aids, grandparents who enjoy assisting a few hours a day, or even <i>cross-class</i> tutors can offer assistance to teachers (p.S22).	Ayuda de voluntarios, abuelos que disfrutan ayudar unas pocas horas al día, o incluso los tutores <i>cross-class</i> pueden brindar asistencia a los maestros (p. T09).

In this passage, the compound word *cross-class* was kept. As it is known, the procedure of borrowing is used to overcome a lacuna (an unknown concept). As Venuti (1995, p.85) points out “the decision to borrow a SL word or expressions for introducing an element of local colour is a matter of style and consequently of the message”. In this case the decision of using borrowing was made because there is no equivalent word for this term in Spanish, although does exist similar words to name this type of “class”, none of them give an exact meaning of what the concept conveys. As a matter of fact, this kind of tutorial, the one in which a student from a different group tutors a student or tutee from another similar class, does not exist in the educational system of Mexico, so there is no such term that is equivalent for this concept. In this sense, this word overcomes a gap in the target language. Therefore, an explanation of the meaning of the word in Spanish had to be provided as a translator’s note in the final version.

Procedure 2: Calque

Source Language	Target Language
Selye coined words to describe different types of stress by calling positive stress <i>eustress</i> which is an event that is experienced as pleasant, and negative stress <i>distress</i> which is an unpleasant experience (p. S15)	Selye acuñó diferentes palabras para clasificar los diferentes tipos de estrés al llamar al positivo <i>eustrés</i> , el cual es un evento que se experimenta como agradable y al negativo <i>distrés</i> , el cual es una experiencia desagradable (p. T02).

As it is evident, the special kind of borrowing, called calque, was employed here. It could be said that the two words in italics are relative new calques in the Spanish language because they are not popular denominations and they do not represent something that people recognize (De Filippis, 2008). Normally, calques are words or expression forms borrowed from another language in which each of their elements are translated literally. In this case the two terms: *eustrés* and *distrés*, are not expressions, they are simply the lexical calques of the words *eustress* and *distress*, which keep a direct relation with regard to the word stress and they are used in the Psychological arena regularly.

The word *Eustress* consists in two parts. Its etymology derives from the Greek prefix eu which mean either "well" or "good". When attached to the word "stress", it literally means "good stress" (Dictionary.com, 2012). Therefore, *distress* is the negative form of stress (bad stress) in which the prefix *dis* denotes negation or contrariety. Thus the Spanish forms of these words are formed, by inference, deleting the double (s) and adding a stress mark (´)

according to the Spanish grammar rule which indicates that if a word ends in the letter n, the letter s or in a vowel, the stress mark is on the last syllable.

Source Language	Target Language
Being able to identify the <i>stressors</i> in your life is important if you are serious about learning to handle stress and to change certain areas of your life where you have the control to do so (p. T17).	Es importante que usted sea capaz de identificar los <i>estresores</i> en su vida si toma en serio el aprender a manejar el estrés y a cambiar ciertas áreas de su vida donde tenga el control de hacerlo. (p. S04)

One of the major problems encountered in this translation was the recurrent use of uncommon terms for average people. As stated before, this is simply because this kind of words does not form part of common people lexicon that are not familiar with psychological terms. In this sense, a specialist in the psychiatric-psychological field had to be consulted. Doctor Rafael López Sánchez, a psychiatrist who has worked in rehabilitation centers like Zazil- Be in southern Quintana Roo, confirmed that the term “stressor” is indeed of common use in the field of psychiatry. Therefore, this information had to be corroborated by consulting several glossaries of psychology, and effectively, an equivalent for the word stressor does exist in Spanish, the word *estresor*. Likewise, this translator attended a workshop offered by “Centros de integración juvenil” from the Health Secretary. The mentioned workshop was based on “Social abilities” with an approach centred on preventing addictions in which the word “estresor” was frequently used and formed part of the topics approached by the exponents as well.

Procedure 3: Literal translation

Source Language	Target Language
... there are some situations which seem inherently stressful... (p.S16).	... hay algunas situaciones que parecen intrínsecamente estresantes... (p.T03

In this fragment it can be appreciated examples of literal or word for word translation, in which the structure of both languages has a precise correspondence in structure and signification. This technique can be used because in this piece of text it is possible to transpose the SL element by element into the TL. Therefore, this literal translation carries the imprint of the original.

Source Language	Target Language
Many communities today are in a state of change... (p.S18).	Muchas comunidades actualmente están en un estado de cambio... (p. T05)

Similarly, in this fragment there was no need to use any other special technique but literal translation, since the sentence is plain and clear, and it can be translated word for word given that both languages share parallel structures and concepts.

Procedure 4: Transposition

Obligatory: When the transposition used depends mostly on the demands of language.

Source Language	Target Language
Thus, stress is not outside the teacher, it is within the individual's understanding as they interact with the environment (T16).	Por lo tanto, el estrés no es ajeno al maestro, está en el entendimiento del individuo mientras interactúa con el medio ambiente. (S03)

This is an example of obligatory transposition in which a replacement of a word class took place. The preposition **outside** was replaced by the adjective **ajeno** without changing the meaning of the message.

Outside (preposition) → ajeno (adjective)

Source Language	Target Language
An understanding of stress must begin with a clear definition (p. S14).	Para comprender qué es el estrés, debemos empezar con una clara definición. (p. T01)

As another example, in this sentence the noun **understanding** was replaced for the verb **comprender** by the translator's choice, without changing the meaning of the message likewise. In this type of transposition the translation has the option to change the style of word classes to achieve the desired effect or in order to improve the target text, but also he/she has to keep the intention, the sensation, and the rhythm or flavor of words.

Procedure 5: Modulation

Part to part

Source Language	Target Language
Listen to yourself and hear what you are saying (S24).	Escúchese y dése cuenta de lo que dice. (T12)

Here, a little variation of the form of the message was done. It was obtained with a change in the point of view or perspective but without changing the sense of the message. It is like saying the same thing, but in other words.

In Spanish it does not sound natural to use the verbs **listen** and **hear** in the same sentence. A literal translation would be like this: *Escúchese y oiga lo que dice*. On the contrary, in the final version the verb **hear** was changed by the verb **darse cuenta** (realize or become aware of), and the construction turned out like this: *Escúchese y dése cuenta de lo que dice* (listen to yourself and realize what you are saying.), which at the end sounds more natural for a Spanish reader. Even though some words have been changed, the semantics remains the same.

Reversal of terms or lexicalized (fixed by use, listed in dictionaries).

Source Language	Target Language
It is essential to have support from significant others during stressful times (S21).	Es primordial tener el apoyo de las personas relevantes en la vida durante los tiempos de mucho estrés. (T08)

Here, there is a term that has a very different connotation from its primary meaning, or colloquial use. “In psychology, a significant other is any person who has great importance to an individual's life or well-being” (Answers.com, 2010). This usage is synonymous with the term "relevant other" and can also be found in plural form: "significant others". Therefore, a significant other or a relevant other could be any member of one’s family, as a parent or peer, who has great influence on one’s behavior and self-esteem. In such a way that: the synonym or second usage is closer in signification to “personas relevantes” in Spanish in terms of psychological matters. However; for this translation it was necessary to use the technique of expansion to clarify the original idea of the source text. As it is known, Spanish generally requires the use of prepositions to link words or sentences for giving the desired idea of the message being expressed. Yet the phrase “personas relevantes” does not still give a complete idea according to the context of the source text. Thus, the phrase “**en la vida**” was added to give a more natural way to express the author's idea in Spanish.

Change from passive to active.

Source Language	Target Language
<p>We are influenced not by facts but by our interpretations of facts (S14).</p>	<p>Nos influenciamos no por los hechos sino por la interpretación de los hechos. (T01)</p>

The use of the passive voice is very common in English, but not so in Spanish. To avoid its use, Spanish speakers use impersonal forms which they are of more common usage in this language. Therefore, the passive voice is changed to active, and in this way it makes a construction sound more natural. In these sense, the usage of the modulation technique

allows translators to produce an accurate and idiomatic text, which implies having an excellent knowledge of the languages involved.

Procedure 6: Equivalence

Idioms

Source Language	Target Language
Stress is the wear and tear caused by life (S15).	El estrés es el desgaste natural causado por la vida. (T02)

“This is actually a legal expression, as well as an idiom. The idiom means natural attrition of the condition of a thing. Wear and Tear, in terms of business hire or rental, means expected deterioration over time, for which the hirer or renter isn't considered liable. When applied to people, the idiom means the effects of experience” (Examplesof.com, 2010).

Idioms may seem incomprehensible for people who are not familiar with the source language. Thus, they may also seem difficult to translate, but they are very challenging to learn, and useful at the same time because they entail a better understanding and knowledge of the language under study.

As stated in the theoretical framework, the technique of equivalence is used to render expressions using different stylistic and structural methods. In this case, the equivalent of the idiom “**wear and tear**” in Spanish it is not so different from its meaning in English. Although most of the idioms in English have nothing to do with idioms in Spanish in terms of signification, most of them have their equivalent in both languages. So “desgaste natural” was found as equivalent in other sources of information like dictionaries or glossaries.

Procedure 7: Adaptation

Source Language	Target Language
The end result of stress and its effects on the personality and the physical being is burnout .	El resultado final del estrés y sus efectos en la personalidad y el estado físico es el síndrome de burnout o agotamiento profesional .

The term burnout can be taken as a borrowing but the great inconvenience is that there are several meanings for this word depending on the style and the register of the text. Thus, this English word is difficult to translate into Spanish, and as a colloquial term, it goes beyond simple exhaustion since it implies an attitude of tedium towards one's job. In the same way, in Mexico, we could freely translate it as: *estar quemado*, *consumido* o *reventado* but none of these terms adjust with precision to what, in scientific literature, it is understood as burnout (Graue, Álvarez & Sánchez, 2007). However; it is always focused on describing a syndrome characterized by long-term exhaustion due to labor problems, which makes individuals diminish interest, especially in their career. Hence, from this psychological construct can be dislodged countless definitions since it is possible to indicate the non-existence of a unique conceptualization of this word in Spanish. Thus, this term can be also named as: *síndrome de burnout*, *desgaste profesional*, *síndrome de desgaste profesional*, *agotamiento profesional*, *estar quemado*, *síndrome del quemado*, *síndrome de estar quemado por el trabajo (SQT)* or even *quemazón profesional* (drfmargonz.blogia.com, 2010).

Although it is quite clear that all these meanings in Spanish are conceptualized in one word in English, it is worth noting that the Spanish language tends to be more specific, hence it is

not convenient to use the term burnout in isolation because it is not of common use outside the psychological arena. Consequently, an adaptation was necessary to translate this word indicating that is a syndrome (*síndrome de burnout*) and in order to be more specific, a conjunction was added giving one meaning in Spanish (*o agotamiento profesional*) taking into account the register of the text and the style of the translator.

Apart from the examples of the techniques analyzed in this work, many difficulties in vocabulary and structures were encountered, since the Spanish language tends to use much more “intellectual” terms than English, and sometimes the register of the translation was not the adequate.

After a meticulous review of the final draft made by the Spanish specialist, Professor Amparo Reyes, several words were changed, taking into account her suggestions to make the translation more refined and in view of the fact that the translated chapter was taken from a technical text. She suggested some changes in the way some phrases were presented by adding some connector phrases in order to not make the text sound as a stilted or non natural translation. Therefore, some sentences were rearranged; always trying to keep a literary style by avoiding the use of colloquial language and by using synonyms for certain verbs. At the end, several difficulties of the language were avoided like the use of chosisme and amphibology. Likewise, several sentences had to be restructured as well to make them plainer in order to clarify the nuance of ideas and to make the reading more understandable. Not all of the words or phrases taken for the analysis were the most difficult to translate but, some of them were chosen to exemplify how rich and varied this text was in terms of the use of the different techniques proposed by Vinay and Darbelnet. Finally, this translation was fruitful for this translator since the main goal mentioned above was attained.

Sometimes some of the phrases were difficult to translate due to their technical use; also, as they were technical it was difficult to find them in regular dictionaries. Therefore it was necessary to use all the available tools (electronic dictionaries, brochures, interviews, workshops, etc.) to present a reliable rendering. For instance: at the time to find an equivalent for calques, the doubt was present because the words *estresor*, *eustrés* and *distrés* are not of common use for regular people. All in all thanks to determination and perseverance this translation was finally achieved.

CHAPTER VI

Conclusion

It is said that our language is the mirror of our culture. It is the way we see the world and reality. In this sense, it can be established that we speak and behave in the way we conceive language and our world; namely, it determines the speakers' way of thinking. In other words, we think according to the language we speak. That is, Mexicans think in Spanish and Americans think in English (Montes de Oca, 2011).

In regard to rendering, translators use one language to convey the meaning of another language, taking into account the sensations and the spirit of the source text. It is the duty of a good translator to present a trustworthy and clear message according to the reality the receptors live. A translation is a great bridge between two different languages; consequently, between two different cultures.

For the purpose of this work, the translation helped to understand what stress is and the way teachers can cope with it, and it sets the pace in order for educators to identify problems derived from this condition of disequilibrium. This translation was just a small example of all the small changes we can do concerning our physical and mental health, and how to improve our beliefs in order to emerge victorious from the end results of stress and its deleterious effects on the personality. Since nowadays we lead a hectic life, and sometimes we take for granted the demands our body make upon us.

The main goal proposed earlier in this work was successfully attained. An appropriate translation from English into Spanish of the chapter *Stress: A Mirror of Your Perceptions* from the book *Teachers Managing Stress and Preventing Burnout* was obtained. The

suitability of this translation was achieved through a meticulous process, made by the translator, which included a search of the literature on stress, the use of prestigious dictionaries, and the help of a Spanish specialist, in addition to two specialists in the field of translation. On the other hand, the specific objective was also achieved; the task of this translator was to identify the techniques proposed by Vinay and Darbelnet applied to this kind of technical text in order to provide the most reliable translation for those difficult words or phrases. It was necessary to do a detailed analysis of those awkward terms or phrases, by identifying the procedures used in each one of them, and explaining the reasons why they were the most suitable to use.

In conclusion, this translation brought about specific challenges that had to be met. The most representative findings and recommendations related to these challenges are elucidated in more detail below:

1. First of all, the translator –and author of this work– had to get familiar with the specific topic of stress, and the different allusions to the psychological arena included in the text. Therefore; the pursuit of information was a difficult and time – consuming process, nonetheless, rewarding at the same time. An extensive research of specific phrases and terms was carried out to analyze all the available options in the making by using the most suitable ones which appear in the final version.
2. It was necessary to consult specialists in the field of psychology to dissipate doubts about specific terminology that needed to be corroborated. Likewise, the translator attended a workshop offered by the Secretary of Health in order to broaden his perspective and to strengthen his knowledge on the topic.

3. The techniques applied in this study were seven: borrowing, calque, literal, transposition, modulation, equivalence and adaptation. But the most used were literal translation and modulation since the text was technical and it was not necessary the recurrent use of other techniques that otherwise would be used in a different type of texts like literary, journalistic, scientific, didactic, etc. (Peña, 2012).
4. Words loaded with cultural aspects were practically absent, therefore the use of techniques like adaptation and equivalence were basically limited.
5. The load of specialized terminology was problematic for this translator due to the fact of not being familiar with the topic, hence it was necessary the use of trustworthy dictionaries along with glossaries on line, blog spots, magazines, texts, articles on the internet, etc.
6. It was essential to get familiar with the style of the authors in order to follow the guidelines that are implied in this sort of text, for solving different problems granted that the Spanish language tends to use much more intellectual terms and sometimes the register of the source text needed enhancement. For instance: the avoidance of chosisme in Spanish. It is also worth mentioning that this specific English text tended to be very repetitive in the use of verbs and connectors. On the contrary, formal texts in Spanish avoid repetition which it makes them lucid, as such, more proper.
7. It was necessary to have recourse to specialists in the field of translation when making decisions for solving problems that could hinder the text in the making. Therefore, it is worth noting the consensus of opinion and the contributions that

other translators made, were not taken for granted inasmuch they could lead the researcher to get better results.

8. The speech variation utilized in this translation was the standard variety of Mexican Spanish because it is the one employed by the translator and it is also the one used in this type of texts which are directed to readers from a medium-high level of education.
9. The contributions by a Spanish specialist to refine the text more were useful and enriching simultaneously, since there were times when it was necessary to use a stylistic variation. The translated text required an extensive lexicon, and a good command of the Spanish language in order to keep the same style of the authors and the uniformity of the text. In this sense, there were avoided switches in the register, and the use of repetitive verbs and conjunctions as well. Likewise, it was born in mind the difficulties of the language by averting amphibology and by clarifying the nuances of ideas.

Leaving aside all the barriers encountered in the process, the act of offering a proper final version of this text was laborious. Thus, the decisions while translating the text were carefully made but always trying to keep the flavor and the connotation of words because translating is not only about rendering terms in a different language, but also about seeing and expressing a reality the receptors' eyes. At the end, the enrichment of vocabulary while investigating the topic in both English and Spanish languages was gratifying. To conclude, this translator has gained insight into new ways of handling the stress issue as well as new knowledge in the fields of translation and psychology. Likewise, after finishing an analysis of this sort it can be stated that a translator does not need to be a subject matter expert to

offer an accurate rendering that can be considered faithful to the source text; what is true is that the production of a translation carries out a lot of responsibility and hard work which directly implies becoming permeated with the topic. This can be achieved by spending enough time steeping himself in the theme to meet the required needs to achieve the desired effect and enjoy the process.

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