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Universitat Autònoma de Barcelona

The use of translation in L2 language learning in secondary school

Author: Stefanie Wimmer
Supervisor: Dr. Melinda Ann Dooly Owenby

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Abstract

This paper explores the usefulness of translation in foreign language teaching and learning (FLT). It is based upon previous studies and the arguments of theorists in favor and against translation in FLT on the one hand, and an empirical study on student perception, on the other hand. This study has been carried out with 29 students of different ages in Catalan secondary schools. The data were collected by means of an opinion questionnaire about student perception regarding the benefits of translation in foreign language teaching and learning. As the analyzed theoretical studies already showed, translation activities are advantageous in FLT and enhance language skills. This study provides empirical data which back up the arguments given by theorists. Additionally, the findings show that students have a very positive perception of translation in foreign language teaching and learning; they consider that translation activities are appealing, as well as useful for different reasons and purposes.

Keywords: translation, FLT, L2, L2 didactics, foreign language teaching and learning, student perception

Resumen

Este documento explora la utilidad de la traducción en la enseñanza de idiomas extranjeros (FLT). Se basa en estudios previos y en los argumentos de los teóricos a favor y en contra la traducción en la enseñanza de lenguas extranjeras por un lado, y en un estudio empírico sobre la percepción de los estudiantes, por otro. Este estudio se ha realizado con 29 estudiantes de diferentes edades en escuelas secundarias catalanas. La recogida de datos se llevó a cabo mediante un cuestionario de opinión sobre la percepción de los estudiantes respecto a la utilidad de la traducción en la enseñanza de lenguas extranjeras. Como los estudios teóricos analizados mostraron, las actividades de traducción son beneficiosas en la enseñanza de lenguas extranjeras y contribuyen al perfeccionamiento lingüístico. Este estudio proporciona datos empíricos que respaldan los argumentos de los teóricos. Los resultados del estudio empírico muestran que los estudiantes tienen una percepción muy positiva de la traducción en la enseñanza de idiomas extranjeros; consideran que las actividades de traducción son atractivas, así como útiles por diversos motivos y para distintos propósitos.

Palabras clave: traducción, FLT, L2, didáctica de la L2, enseñanza de la lengua extranjera, percepción de los estudiantes

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1. Introduction and research questions

There has been (and up to a certain point there still is) discrepancy between theorists and foreign language teachers regarding the usefulness and acceptance of translation in the language classroom. This discussion is based on two opposed theories, which Cuéllar Lázaro (2004, p.1) summarizes in a clear dichotomy: “lee y traduce”, “no pienses en tu idioma, no traduzcas¹”, also better known as the Grammar Translation Method vs. the Direct Method. After a period of clear dominance of the Grammar Translation Method and with the raise of the Direct Method, translation became more and more banned in the second language classroom.

Nevertheless, nowadays many studies, such as Castro (2015, p. 5) show that translation “[...] needs to be reintroduced in language teaching since it can provide students with benefits that other procedures not do.” There has been little research into the usefulness of translation in second language learning and teaching, and most of the studies have been carried out with university level students. Machida (2008, cited in Artar, 2017), implemented an action-research project about the integration of translation as a major method in foreign language teaching in an advanced learners class. He found, through surveys and feedback from his students, that using translation in the second language classroom as teaching method could be feasible. Other studies, like Josefsson (2011) or Liao (2006, cited in Artar, 2017) proved that translation exercises improve the students’ problem solving capacity and strategies. However, the aforementioned studies have all been implemented in post-obligatory education levels and there is still little attention paid to the use of translation in secondary schools. This is probably due to the general belief that translation is more profitable for advanced levels of language and for adults because they are more conscious about their learning process. It cannot be denied that this may be true, what makes research into this issue with teenagers more difficult, but not less interesting. Canga-Alonso & Rubio-Goitia (2016, p. 133), for example, concluded after their study with secondary school students of Spanish in Manchester, that according to their students’ opinions, “the use of L1 and translation activities can be a legitimate pedagogical tool in second language learning, which might contribute to the strengthening of foreign language learning”.

¹ “read and translate”, “don’t think in your language, don’t translate”. Translation by the author.

Upon this theoretical discussion and taking into account my personal background as a translation university teacher and researcher I have been wondering if I could take profit of my previous knowledge in this field when teaching secondary school students of English in Catalonia. Thus, the original research questions pursued in this paper were as follows:

- Does the use of translation tasks in class help students to improve their English?
- Which competencies may be enhanced by translation exercises?
- What do students feel about the use of translation in the second language class?

However, we were unable to collect enough data to answer these research questions empirically due to the Covid-19 lockdown at Catalan schools from March to June 2020. Our study will therefore focus principally on the last research question, the learner perspectives about the use of translation in the second language classroom. Even so, we will still have in mind the first two research questions, which can be partially answered by theorists, as will be shown in section 2.

In order to answer the final research question, the present paper has been divided into three blocks. The first part presents the theoretical framework, which covers the conceptualization of pedagogical translation, translation in language teaching and learning theories throughout history and the arguments against and in favor of the use of translation in the second language classroom. We must bear in mind that the whole theoretical framework refers to studies about second language learning in general, to say, we do not restrict our study to English as a foreign language. The second part of the study explores empirically the students' attitude about the use of translation in foreign language learning and aims to find out what secondary school students of English in Catalonia feel about the issue. The results of the study will be presented and associated to the theoretical background. Finally, the conclusions will answer the research question addressed in this dissertation and make suggestions for further research.

In this paper, L2 (second language) and FL (foreign language) are being treated as synonyms since we will not make any distinction between both neither in the theoretical background nor in our data analysis. In this sense, *second language teaching*, *second language teaching and learning* and *second language teaching*, are being used indistinctively, since their differences in meaning are not important for the purpose of this paper.

2. Theoretical framework

When talking about translation in the second language classroom it is necessary firstly to discuss the concepts of translation itself. Translation as a pedagogical activity has been distinguished from other types of translation, and has been referred to as ‘pedagogical translation’ (Castro, 2015; Leonardi, 2011).

Some studies treat pedagogical translation and the use of the first language (L1 from now on) or mother tongue in the second language classroom as the same thing, but, as Leonardi (2011, p. 17) argues, they are not the same: **translation** can be defined “[...] as one of the many ways in which L1 can be employed in the FL class. Translation is based upon a relationship between L1 and L2 in a sort of bilingual approach to language learning”. When speaking about **pedagogical translation**, on the other hand, Leonardi notes that this kind of translation involves both oral and written skills and implies translation tasks using L1 and L2 at the same time, subject to the teaching objectives. Castro (2015, p.4) however, defines pedagogical translation as “[...] the translation that takes place in the language classroom [...] based on the comprehension of the students and the improvement of the foreign language”. The objectives of pedagogical translation are, as De Arriba (1996a, p. 281) states

- to enhance the foreign language and take advantage of both languages,
- for teacher and students to check their correct understanding
- to cope with interference problems
- to reflect upon their L1
- to acquire translation skills

Finally, we should also notice that pedagogical translation does not have any professional purposes, since it is always subjected to language acquisition or perfection purposes. In this sense, as Castro (2015) states, “We don’t want a great result [of translation], we want that our students learn by translating” (p. 37). In other words, the aim is not to create ‘linguists’, it is to promote good language learners.

2.1. Translation in language teaching and learning theories throughout history

As already mentioned, translation in the classroom has been influenced severely over the years by the different reigning foreign language learning approaches and methods.

At the beginning of theorization about language learning and teaching, the **Grammar Translation Method** (also **GTM** or **Classical Method**) was unquestioned and translation was considered extremely useful for language learning. In fact, as Stern (1983, p.453, cited in Artar, 2017, p. 23) argues, “its principal practice technique is translation from and into the target language”. This method was particularly applied for classical languages, such as Latin and Greek and also aimed to enhance reading skills in the mentioned languages. Cook (2010, cited in Castro, 2015, p. 6) adds that GTM was “based on teaching grammar deductively and on making word-for-word translation exercises with large amounts of vocabulary and grammar constructions seen before; there was no room for creativity nor fluency”.

After the Classical Method, with the Reform Movement, the aim of language learning shifted to a quick language learning with oral proficiency and communication abilities, with translation being rather ignored than rejected and L1 only accepted for scaffolding (Richards & Rodgers, 2014, cited in Artar, 2017).

With this movement and the beginning of the reign of the **Direct Method**, which emerged 1850-1900, language learning and teaching underwent a change “from literary language to the spoken everyday language and by learning grammar inductively (Castro, 2015, p. 8). There was no room for L1 in the language classroom and therefore no use of translation, either, as this was considered to result in negative interferences.

From the 1950s on, other methods emerged, some of which clearly rejected translation in language learning by arguing that the use of L1 would “[...] hinder the learning of a FL because it is related to habit formation” (Artar, 2017, p. 25), *exemplum perfectum* being *Audiolingualism*. The *Contrastive Analysis Hypothesis* by Lado, on the other hand, was interested in comparing L1 and L2 to mark out the differences, but with no use of translation itself. Artar (2017, p. 25) observes that “The *Silent Way*, *Suggestopedia*, *Community Language Learning* and *Total Physical Response*² adopted rather moderate attitudes towards L1 use “, although they did not directly include any translation exercises.

² Italics and bold letters in the original.

In the late 20th century, with the *Communicative Language Teaching (CLT) and Task Based Language Teaching (TBLT)*, emphasis was put on meaning and communication, the main objective was to make students communicate in L2. There were no specific translation tasks in TBL, but a “judicious” use of translation was permitted in CLT (Artar, 2017, p. 25). In more ‘rigorous’ applications of CLT, L1 use, however, is almost banned, as students are required to interact exclusively in L2.

Artar (2017, p.27) suggests that nowadays, with the relevance languages hold for globalization, the attitude towards translation in foreign language learning has begun to change again, giving place to a more positive approach and particularly distancing translation in the foreign language classroom from the traditional Grammar Translation Method.

2.2. Arguments against the use of translation in the second language classroom

The objections that can be found to the use of translation in second language learning all have a close connection to the belief that translation implies following the same goals and methodologies as the Grammar Translation Method. There are still a number of researchers and foreign language teachers who tend to always give the same widespread arguments against translation (Artar, 2007; Fernández Guerra, 2014; Pintado Gutiérrez, 2012b):

- 1) Translation **decreases learners’ exposure to L2**, as it involves the use of both languages, L1 and L2 and it slows learners down during their production process, since it prevents them from thinking directly in L2, whose use should be enhanced.
- 2) Translation is an **anti-natural act**, it is an artificial exercise with emphasis on reading and writing, where students do not practice their oral skills. Additionally, it is not the way children learn their L1, therefore it does not promote a natural learning of the L2.
- 3) Translation is **not a communicative act**. Therefore, there is no space for translation in a communicative approach to language teaching.
- 4) Translation is **not appealing**, it is boring and non-stimulating and could even be frustrating for learners.

- 5) Translation **leads to interferences** from L1 because learners view the L2 through their L1.
- 6) Translation does **not contribute to the improvement of other skills** (reading, writing, listening, speaking); it is independent from them and is therefore waste of time.
- 7) Translation is **not a useful task** and does not resemble a real-world practice, because translators usually translate into and not out of their L1. Furthermore, it uses decontextualized texts which are not suitable.
- 8) Translation provides a **false conception of equivalence**, as learners may think that there is a perfect one-to-one relationship between L1 and L2.
- 9) Translating is **not the objective of language learning**; it is the objective of translator training and both are different fields of study.

Overall, we can observe that these arguments against the use of translation in second language learning are related to pedagogic, cognitive and practical aspects of language learning. It is worth noticing that most of the authors agree on the same arguments, there have been few objections added to this list over the years. For this reason, it could be assumed that many of the arguments are just being repeated over time, without questioning the relevance and truth behind the statements.

2.3. Arguments in favor of the use of translation in the second language classroom

All of the aforementioned arguments against the use of translation in the second language classroom can be challenged and, in fact, have been challenged nowadays by many authors who are in favor of the use of pedagogical translation. Duff, for example, (1989, cited in Artar, 2017) suggests: “Outside the classroom [...] translation is going on, all the time. Why not inside the classroom?”. Following Fernández Guerra (2014), Castro (2015), Artar (2017), Leonardi (2011), Cook (2010), De Arriba (1996a and 1996b) and Duff (1989, cited in Kamal, 2019), the most important arguments that back the use of translation in second language learning are the following:

- 1) Translation is indeed a **communicative act**. Nowadays, translation is needed in many daily life situations to communicate (for example, for traveling, job, trade) and it is an act that helps people keep in touch in a multilingual society. Furthermore, translation should be considered and used with real-life tasks and not contextless sentence-translation as in the Grammar Translation Method. In this way, students are able to see that translation can be a “communicative tool to help them achieve real-life tasks” (Ali, 2012, cited in Artar, 2017, p. 31). What is more, translation tasks in class can also be carried out in pairs or in groups, thus stimulating communication by interaction and debate, and also through shared reflection.
- 2) Translation is **natural and inevitable**. Language learners cannot avoid translating mentally, it occurs either unconsciously or consciously in most learners’ minds. Taking into account this fact, it may also seem logical to allow students to use translation in the second language classroom, since this makes them feel more confident and relaxed and a better learning environment is created. Additionally, it is natural, especially for language beginners, to think in their L1 and the belief that learners will gain fluency if they think directly in L2 has not been proved.
When talking about naturalness, translation detractors also refer to the fact that a language should be learnt without any influence of L1, naturally like a child learns its mother tongue, but Pokorn (2005, cited in Castro, 2015, p. 36) argues that “child language development and adult foreign language learning are in fact fundamentally different”.
- 3) Translation is a **beneficial contrastive task** and contributes to **avoiding negative interference** and creating **positive language awareness**. The Catalan Curriculum also takes this aspect into account in the description of the plurilingual competence: “Cal fer conscient l’alumnat que ha de ser capaç de transferir els diversos coneixements sobre el funcionament de diferents llengües en situacions d’ús i de comprensió d’aquestes o d’altres llengües estrangeres.”³ (Escobar Urmeneta, Gilabert & Sarramona, 2015, p. 113). Through translation, students learn consciously how languages work. They compare structures in L2 to their L1 and reflect upon the language, therefore “they will not be likely to follow the tendency to transfer structures from the L1” (Castro, 2015, p. 21). Following the author, there is always

³ “Students need to be made aware that they must be able to transfer the knowledge about the functioning of different languages in situations of use and the understanding of these or other foreign languages”. Translation by the author.

transfer between languages and it is translation which can help to avoid negative transfer, also called interference. Instead, previous knowledge of L1 can facilitate L2 learning, as students can understand new L2 structures better by comparing and extrapolating from their L1, which is then positive transfer. Artar (2017) suggests that it is unavoidable that learners draw on the patterns of other languages, it helps them understand similarities and differences, therefore, teachers should try to take advantage of L1 and highlight possible interference problems instead of avoiding L1⁴. The elimination of L1 from the language classroom in some language acquisition theories like Lado's Contrastive Analysis (see section 2.1.) and the resulting "language compartmentalization" is, as Cook (2010, cited in Druce, 2013, p. 62) states, "doomed to failure as L1 and L2 are in fact intertwined in the learner's mind". By contrasting both L1 and L2, learners also acquire a more complex awareness of equivalence, since through translation they can observe that there is no one-to-one equivalence between either languages or cultures and they can focus on the cultural, linguistic and extralinguistic gaps between both languages in order to achieve semantical, pragmatical and functional equivalence.

- 4) Translation is a useful method to check understanding and for classroom management and therefore **saves time**. Translation must not be confused with an excessive exposure to L1, though. However, according to Artar (2017), it is better to use some words in L1, especially when teaching young learners or beginners, than using long explanations in L2. By doing this, it is more likely students can catch the general meaning. In language teaching, in some occasions it is very useful to check to what extent the students have understood a text, a piece of vocabulary or syntactic elements and here translation is very useful.
- 5) Translation is an **appealing, motivating and versatile** activity. The belief that translation is demotivating and dull is persistent due to the still remaining association of translation with the Grammar Translation Method, where students were given a text, or sometimes even isolated sentences, without any context or translation purpose or recipient, which they were asked to translate. This kind of activity may of course seem boring and purposeless, but translation activities can be integrated in a teaching

⁴ Following this line, it is interesting to point out that, according to Artar (2017), the latest tendency in textbooks to teach L2 German is to include translation activities and contrastive grammar exercises, which is a clear example of how previous knowledge of a different language can be used beneficially for L2 learning.

unit in an appealing, innovative and participative way. As Carreres (2006, cited in Fernández Guerra, 2014, p. 156) indicates, translation can be a very stimulating task, since “[translation] by its very nature, is an activity that invites discussion and, in my experience, students are only too happy to contribute to it, often defending their version with remarkable passion and persuasiveness”. Moreover, translation as a *technique*⁵, is highly versatile: it can be implemented and integrated in many different ways, depending on the language needs and goals, used for example as an activity, exercise, task or even a project. The catalogue of possible translation exercises is almost endless and adaptable: text translation with or without gaps, dubbing, subtitling, group translation, conversation interpreting, etc.

- 6) Translation contributes to the **improvement of other skills**: “Far from being independent of the other four skills, translation is in fact dependent on and inclusive of them, and the language students who are translating will be forced to practice them” (Malmkjaer, 1998, p. 8). In written translation, learners are forced to practice their reading and writing, while in oral translation they train their listening and speaking skills. It is often thought that speaking and listening are not being enhanced through translation, however, Leonardi’s (2010) work suggests that due to teacher’s and students’ interaction while discussing problems related to the translation task they are in fact being practiced. What is more, a properly designed teaching unit will include varied types of translation tasks, combining written and spoken types of translation and developing accuracy, clarity and flexibility (Duff, 1989), and also expanding the learners’ vocabulary in L2 and improving their style (Leonardi, 2011). The integration of the aforementioned four basic skills is, in fact, natural in the real world, therefore, it may seem judicious to reflect this in the language classroom by not teaching the four skills in isolation. Following this line, the Common European Framework of Reference for Languages (CEFR) includes translation as the **fifth skill**, called *mediation*, which includes explicitly the use of both translation and interpretation tasks and exercises (see CEFR Section 4.4., Appendix 7.1). Thus, Pintado Gutierrez (2012a) argues that translation is an activity which is intrinsically linked to language learning and should therefore be considered the fifth skill. Leonardi (2010) adds that translation also encourages analytical and problem solving skills and in this regard

⁵ Artar (2017) defines *technique* to refer “to all kinds of in-class work carried out to meet the goals of the teaching” (p. 38)

can be considered a very complete exercise which enhances different skills at the same time.

- 7) Translation is a **useful skill for life**. Translation tasks do in fact resemble real world practice, especially in today's globalized world, where translation skills are required almost daily to communicate. Artar (2017, p. 37) argues that there is an immense need for translation: "Even when people are not trained to become translators, they are likely to find themselves in a situation where they need to translate just because they know a foreign language". Thus, it can only be positive if language learners are also used to translating. In this sense, we should also refer to the use of translation technologies, like *Google Translator*. Almost all of the language students are aware of its existence, but few are aware of its limitations⁶. For this reason, better than prohibiting this tool in the language classroom, students should be taught how to use it correctly as well as provided with possibly better resources.
- 8) Translation plays a decisive role in the **learning of a culture**. Castro (2015, p.24) suggests that "language is a reflection of culture [...] as a result, translation from one language into another will evince the differences between them and, consequently, the various ways in which we see the world". When learning a language, it is also important to understand and be aware of its culture. Especially in the case of younger learners, like secondary school students, many of them are not aware of the differences between languages and cultures and they may take matters for granted since they compare to their own culture. It is therefore one of the purposes of translation in the second language classroom to make students acquire a reflective perspective towards the different cultures. Castro (2015, p. 25) also observes that teachers should introduce cultural insights of the language, as students feel engaged discovering different customs, traditions, behaviors or routines.

As has been described in this section, the aforementioned arguments against the use of translation in second language teaching and learning can be clearly countered by strong arguments in favor of the use of translation. Thus, we can conclude that the previously existing objections against translation in language teaching are not based on evidence,

⁶ Josefsson (2011) conducted an interesting study with secondary school students about, among others, the use of *Google Translator* and its limitations. One of his findings was, that many students are not aware of its limitations, regarding vocabulary translation, but they were aware about its poor quality for translating whole sentences or paragraphs.

but rather on false beliefs and the mis-association of translation in the second language classroom and the Grammar Translation Method.

3. Research methodology and limitations

This study had initially been conceived to be a case study with a triangulation of quantitative and qualitative data from a questionnaire on the one hand, and student interaction on the other in order to answer the initial research questions of this paper:

- Does the use of translation tasks in class help students to improve their English?
- Which competencies may be enhanced by translation exercises?
- What do students feel about the use of translation in the second language class?

At the beginning of the academic term (2019/2020), our original intent was to investigate firstly the students' perception about translation exercises in L2 learning and teaching by an initial questionnaire: are they engaged with this kind of tasks? Do they think they are useful to improve their L2 competence and in which way? Their answers should be contrasted with those of the same questionnaire after having done a whole session of translation tasks, in order to see if their perception had changed or not and, if so, in which way.

At this point it is important to highlight that we have decided to set up our study upon the results of a student questionnaire because of its soundness when studying the students' opinions. According to Little (2007) and Benson (2007), cited in Canga-Alonso & Rubio-Goitia (2016, p.136), "learners' opinions are a reliable source when it comes to enhancing foreign language teaching-learning process, since nobody could have a more objective awareness of what one learns -or how they learn it- than the learners themselves". The results of an opinion questionnaire about the students' perception of the usefulness of translation tasks in second language learning can therefore be very profitable, since perceived usefulness for the learners themselves reflects their real usefulness. Moreover, these results could also be useful for other teachers who may be considering the use of translation tasks in class, but are not sure about their impact on the students.

These data from the questionnaire should be analyzed statistically to obtain quantitative results, which should then be combined with the qualitative data we hoped to obtain by

analyzing the recordings of the students' conversations during the group translation tasks: which language competencies are they activating? Are the students engaged? Which language and problem solving strategies do they apply?

Nevertheless, there are several external limitations on the final study as a result of the shutdown of all schools in Spain from 13 March 2020 on due to the coronavirus pandemic. Because of this, we were not able to collect the necessary data for the complete study. In particular, we could not record the student interaction during the second session of translation tasks, nor the posterior questionnaire, since this second session had been thought to be held at a later moment and schools were closed before the rest of the data could be collected. Consequently, we had to reevaluate the already collected data of the first questionnaire in order to include them in a different and more restricted study. Our final research question is therefore, as aforementioned:

- What do students feel about the use of translation in the second language class?

When addressing this research question we will refer in particular to the degree of usefulness learners attribute to translation tasks in the L2 classroom, as well as why and what for they think translation is useful.

3.1. Data collection and sample

Finally, the data collection for our study has been carried out as follows:

The study was conducted essentially in a public secondary school in a small town near Barcelona in March 2020. The secondary school comprises obligatory secondary education from grade ESO 1 to grade ESO 4 and post-obligatory secondary education enclosing the academic branch with grades Batxillerat 1 and 2 and the vocational branches for carpentry and administration. It has approximately 500 students aged 12 – 19 years, whose L1 are Catalan and Spanish, with some exceptions having other L1 like Moroccan or Chinese. Their FL is English and, additionally, in some (optional), cases, French. Officially, their CEFR level of English should be A2-B1, but classroom observation during the internship showed a lower level, a higher A1 - lower A2.

The study has been conducted in one English lesson in grade ESO 2, implemented by the researcher and her peer student teacher during the Master's degree's internship, both of which occurred at the school in March 2020, before the Spanish lock-down. The student

teachers had elaborated a teaching unit about *realfooding*⁷ containing 6 lessons. We were able to implement the first two lessons before the shutdown. This second lesson consisted of a vocabulary activity about food to be carried out in groups and afterwards, of a group translation exercise of the canteen menu (see Appendix 7.2.). We decided to include a translation activity in the teaching unit to address particularly the plurilinguistic competence, but also to begin to prepare students for the whole translation session (which we were not able to implement). We also considered that it would be easier for the students to reflect on translation immediately after having done a translation exercise. At the end of the lesson, students were asked to fill in individually the online questionnaire the researcher had prepared on the students' perception of the usefulness of translation in second language learning and teaching. We are conscious about the fact that the ideal for our study would have been to provide our students with a minimum of two different translation exercises and a questionnaire before and after the tasks. Nevertheless, the unusual circumstances forced methodological changes and cutdowns.

Only 19 students submitted their answers to the questionnaire, since some had misunderstood the instructions and had completed the questionnaire in groups instead of individually. The existence of such a homogeneous sample respecting the students' ages and their educational background in the same secondary school would place some limitations on the validity of our study, as one could claim that the results could be dependent on the teaching methodology or concept of a particular school or on the students' age and therefore their level of English (as it can be assumed that the language skills of a certain grade, like ESO 2, is, at least, similar). For these reasons, we decided to attempt to obtain a more heterogeneous sample with regard to students' age and educational background. Thus, a second questionnaire was sent online to randomly selected student teachers of English in public secondary schools who were doing their classes online during the shutdown. Thanks to their collaboration we could receive 10 more responses to the questionnaire from students of different educational backgrounds (different primary and secondary education) and grades (range from ESO 1 to Batxillerat 2). In particular, there were 4 students from ESO1, 2 from ESO2, 2 from ESO3, 1 from ESO4, none from Batxillerat1 and 1 from Batxillerat2. We did not gather any more information about the students' background, as we consider that these data are not important for the purpose of this paper. Nevertheless, in a more complete study, it could

⁷ The concept of *realfooding* is a Spanish concept which refers to "real food", food which is not being processed and comes directly from nature.

be interesting to take into account other variables, like school location, gender, further English education, etc.

Before asking the students to fill in the online questionnaire, the researcher remarked that all their answers would be treated anonymously and that therefore neither their name nor their e-mail would appear in any place. Besides, data would be only used for educational issues within the elaboration of the present Master's dissertation. For ethical reasons, all of the internship school students also had signed a consent form in which they gave their permission to be recorded, interviewed or otherwise take part in the study. Nevertheless, we considered this not to be necessary for the online students, as they have been treated totally anonymously at all time, we did not have access to names, e-mails or even pseudonyms.

3.2. Research tools

As Canga Alonso (2016, p. 141) states, "The usage of questionnaires is not new within second language research insomuch as it is the most common method of data collection". This tool was the most suitable for our research purpose since it was also easy to elaborate and highly adaptable to give answers to a wide range of research questions.

In order to gather more reliable and exact information, the questionnaire has been written in students' L1, Catalan, since especially younger students could have comprehension problems due to their limited language proficiency in English.

As aforementioned, the questionnaire had two versions: the original one (questionnaire 1) which has been conceived initially for the students of the internship, all of grade ESO 2, which consisted of ten questions (see Appendix 7.3.). Students were asked about

1. How many translation tasks they had already done in secondary school (multiple choice answer)
2. What type of translation tasks they had done (multiple choice answer)
3. If they liked the translation activities (Likert scale 1-4)
4. How much did they think that doing translation tasks in class enhances their foreign language acquisition (Likert scale 1-4)
5. The frequency with which they used translation (of any kind) in class without being asked to do so (multiple choice answer)
6. What they translated (multiple choice answer: words, sentences, texts, etc.)

7. The reasons why they needed to translate (multiple choice answer: access of meaning, conveying meaning, to compare structures to L1, etc.)
8. If they thought that translation is useful for foreign language acquisition (yes/no)
9. Why they thought translation in foreign language acquisition is useful (short open answer)
10. What the purpose of translation tasks in the secondary school classroom is (multiple choice answer + “others”: learning lots of vocabulary, they help to understand new grammatical concepts, they help to see the differences between Catalan and English, etc.)

19 students finally filled in this questionnaire.

The second version of the questionnaire, questionnaire 2 (see Appendix 7.4.) was answered by 10 more students, including ages from ESO 1, ESO 2, ESO 3, ESO 4 and Batxillerat 2. This second version of the questionnaire included the same questions as the first one, and some additional questions about their background in order to better analyze especially the question about the quantity of translation tasks they have already done:

- Which grade they were in (multiple choice answer ESO 1 – Batxillerat 2)
- How many translation tasks they have had per grade.

The questions were designed firstly to find answers to the aforementioned research questions and, secondly, to back up (or not) the arguments in favor of the use of translation in a secondary school classroom and also confirm (or not) the students' positive attitudes towards translation in class that other studies have found, which have been exposed in the theoretical framework in section 2.

Both questionnaires have been designed using the online tool Google Forms because normally students are more engaged to respond to online forms than on paper.

4. Results and discussion

Data and results will be presented for both questionnaires in two ways: separately, as well as regarding both questionnaires as one, by summing up the responses of questionnaire 1 and 2. In this way, we will be able to analyze the possible differences and similarities in the students' responses. Nevertheless, data have been analyzed with independence of

other variables, like student age and language proficiency, since this has not been important for our study.

The results are presented by order of importance, their interconnection and for a better understanding and reader-friendliness, thus they do not follow the same order as in the questionnaire.

- HOW OFTEN AND WHAT DO STUDENTS TRANSLATE?

The first two items give information about the students' previous experience with translation exercises in secondary education:

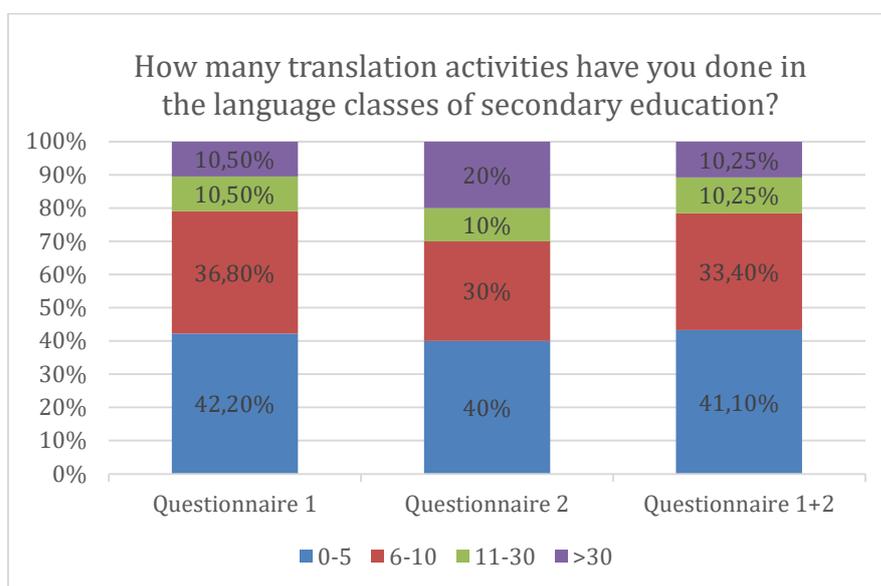


Figure 1: Number of translation activities

It can be observed that the majority of respondents claim that they have done quite few translation activities in secondary education, although a small minority seem to assiduously translate in secondary language classes. It is worthwhile to comment that there is no statistically significant difference in the responses between questionnaire 1 and 2⁸.

These data suggest that the current prevailing second language learning approach in Catalonia is related to the communicative approach, in which a judicious use of

⁸ In this case, data from questionnaire 2 have been adapted mathematically to be comparable to those of questionnaire 1. In this sense, the number of translation activities done refers to those done during two terms approximately.

translation is permitted, but as students are mainly required to interact in L2, translation has no real importance or incidence in the classroom⁹.

As to the type of translation exercises, we have observed the following tendency:

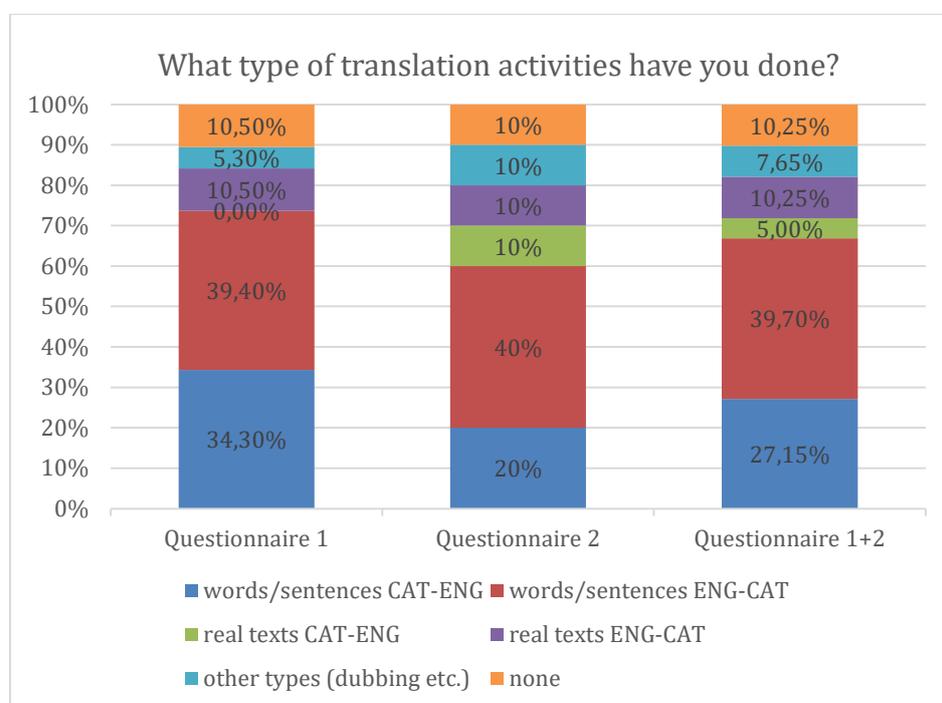


Figure 2: Type of translation activities

Regarding the type of translation activities the students have already done in class, both questionnaires again show important similarities. Around 40% of the respondents assert that they have predominantly performed translation of words and sentences from English into Catalan, whereas an average of 27,15% of the respondents of both questionnaires used translation for words or sentences from Catalan into English. Again this fact may be attributed to the communicative approach in L2 learning, as it seems that students are only asked to translate some words or sentences into their L1 in order to check their correct understanding, as we have pointed out in section 2. On the other hand, they have also been asked to translate words or sentences into L2, which could be linked to the purpose of expanding the students' vocabulary and practicing L2 structures.

⁹ This item of the questionnaire clearly refers to the translation teacher-designed translation activities, since students were asked to give information about the tasks they have been doing in secondary education, while later in the questionnaire they were asked about the occasions in which they translate **without being asked to do so**. By contrasting both activities in different items, we can assume that the respondents' answers here really refer to teacher-led translation activities.

It is to be emphasized that only a low percentage of students (20% of questionnaire 2 and 10,5% of questionnaire 1) has been translating real texts (independently on the directionality, out of or into L2), as well as that around 10% of the students have not done any type of translation exercise in secondary education. These data may suggest that there seems to be the prevailing belief that translation in the L2 classroom is useless, boring or even harmful for language competence. This can be due to, as mentioned in section 2, the false association of translation with the Grammar Translation Method and the radical implementation of the monolingual communicative language learning approach. Another possible interpretation is that translation is just not paid enough attention to, whether by textbooks nor by teachers themselves.

Besides asking the students about the translation exercises or tasks they have been doing in the L2 classroom, they were also asked about the frequency with which they draw on translation without being asked to do so, what they translate and why.

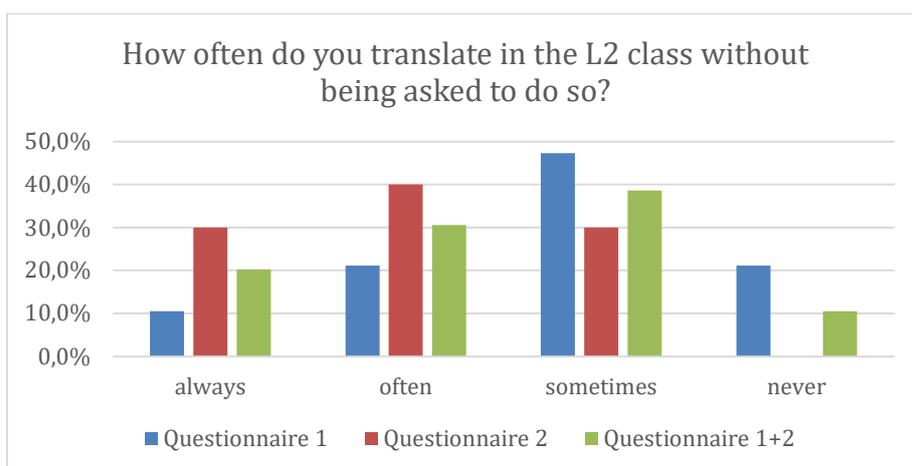


Figure 3: Frequency of voluntary translation

It can be observed that almost all of the students use translation in L2 class. This fact backs up Castro's (2015), Artar's (2017), Leonardi's (2011), Cook's (2010) and other authors' theory that translation is a natural and inevitable process, that language learners cannot avoid. There are two possible interpretations of the reasons for the percentage of students who answered "never": a) they may not be aware of the fact that they are continually translating mentally or b) they did not think that this kind of translation can be regarded as translation for this question.

As to what students translate voluntarily, the questionnaire showed the following tendency:

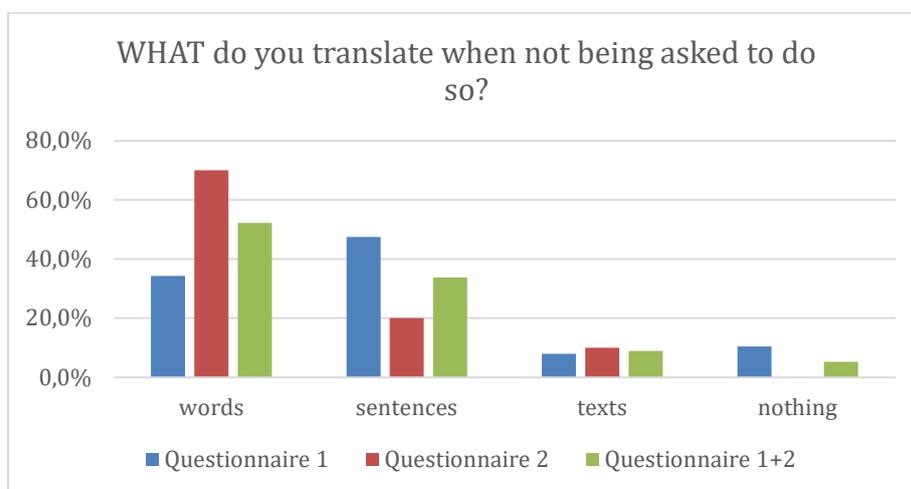


Figure 4: What students translate voluntarily

Students seem to have the need or impulse to translate in particular words and sentences. As to the translation of words, students often need to access the meaning of a particular word and this is when they translate. In the case of translating sentences, this means they draw upon translation when for example forming mentally a sentence in their L1, which they afterwards translate into their L2. Again, this fact shows that students translate inevitably when they need to access meaning. In most cases students understand a text by gist, but the translation of specific words, their “trouble spots”, occurs when there are significant enough gaps to lose the gist or when a difficult idea needs to be expressed. Sentences may also be translated from L2 to L1 to access their meaning. In some, but few cases, students also translate whole texts voluntarily.

- IS TRANSLATION MOTIVATING?

The following item asked the students about the degree of engagement about translation activities in general:

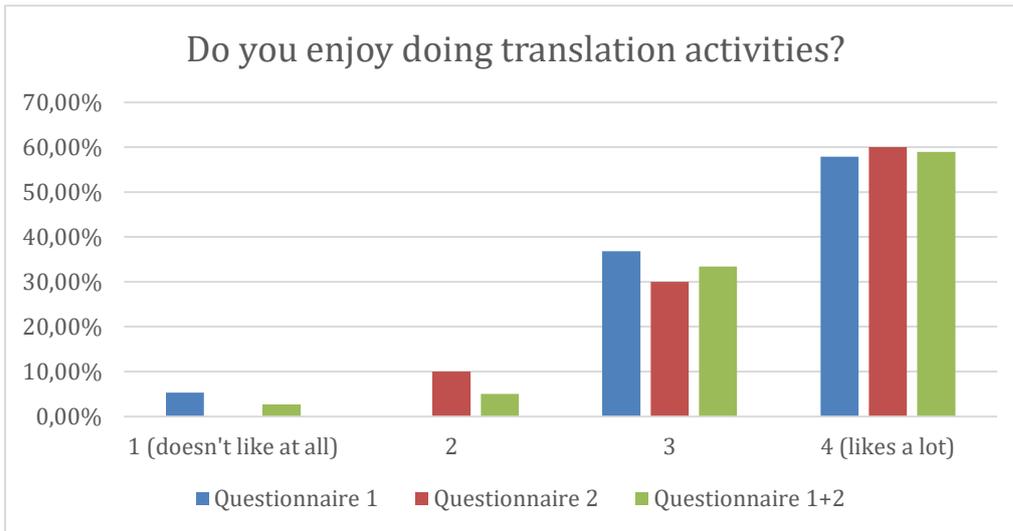


Figure 5: Attractivity of translation

It is clearly observable that students enjoy doing translation activities in class, as nearly 90% of the respondents selected Likert scale numbers 3 and 4, 4 being the maximum value. Only one single subject doesn't like translation activities at all. Once again, data are similar in questionnaire 1 and 2. The results of this item clearly back up the argument that translation is an appealing and motivating activity for the students.

- IS TRANSLATION USEFUL FOR LANGUAGE IMPROVEMENT AND WHY?

In our questionnaire, students were also requested to self-reflect upon their language learning through translation activities. Firstly, they were asked if they think that translation activities are useful for their L2 language learning:

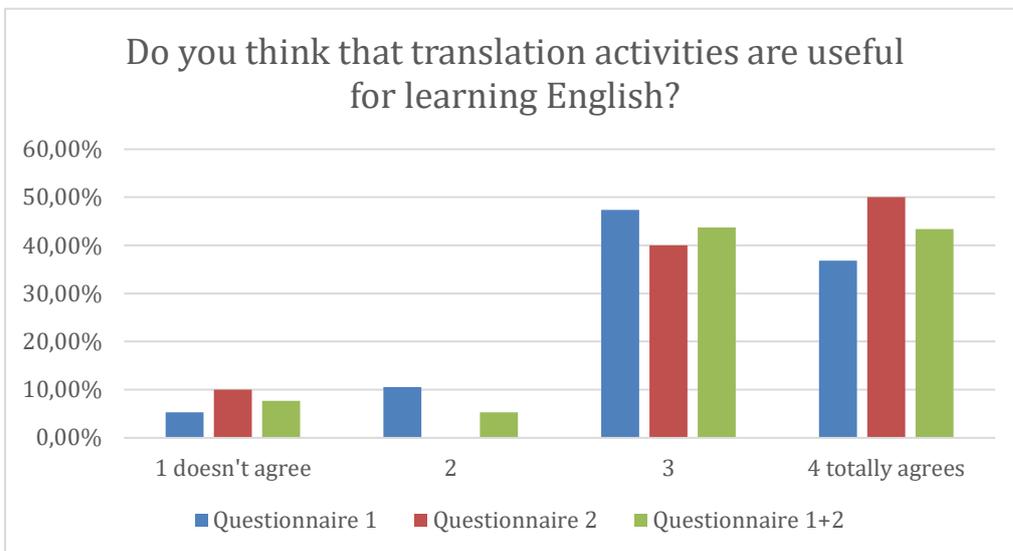


Figure 6: Usefulness of translation activities (grade of agreement)

It can be noted that students think positively about the usefulness of translation activities for language learning purposes: around 90% of them selected values 3 and 4 on the Likert scale of agreement, 4 meaning total agreement.

To get an even more discernible response to this question and to cope with the interference factors, the questionnaire included a further question about this issue at the end of the survey. This was done to avoid any possible influence by the questioning order or other external factors like answering the questions randomly. The question was formulated differently:

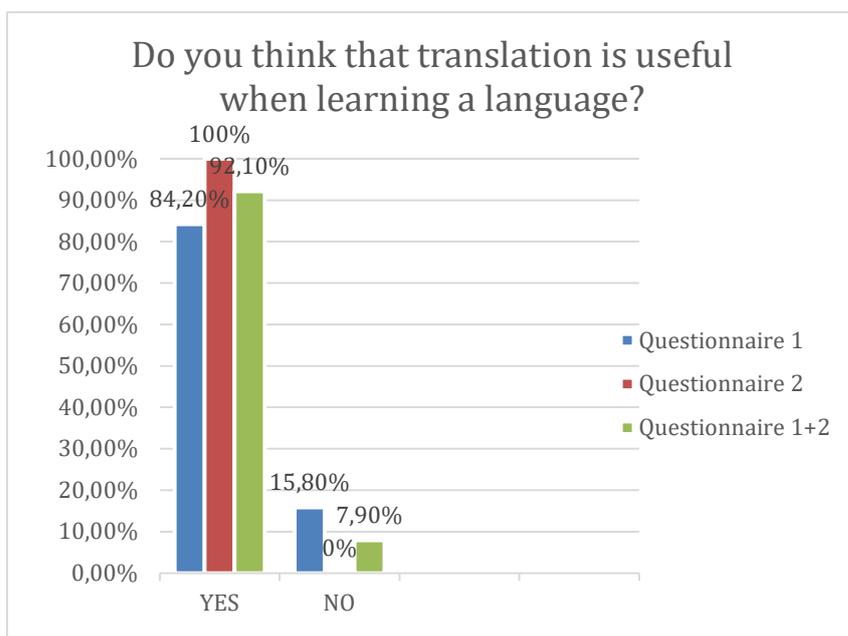


Figure 7: Usefulness of translation activities (yes/no)

It is obvious that also in this case, when students could only choose “yes” or “no”, the respondents believe firmly in the usefulness of translation for language learning purposes. It is worth noticing that this result among L2 students is similar to that of Druce’s (2013, p.60) study among experienced TESOL/TEFL practitioners, in which “86% do agree that carefully planned translation activity can play a useful role in the L2 communicative classroom”.

Since our study aimed to investigate the students’ perception of the usefulness of translation for L2 learning, we wanted to gather some more specific data about this issue. Consequently, the questionnaire contained two more items asking specifically about why and for what students think that translation in class is useful. As students were mostly

young learners and many of them are still not aware of their own learning process, we decided to formulate a similar question in two ways. Firstly, we asked about how they think that translation activities are useful in their English classes:

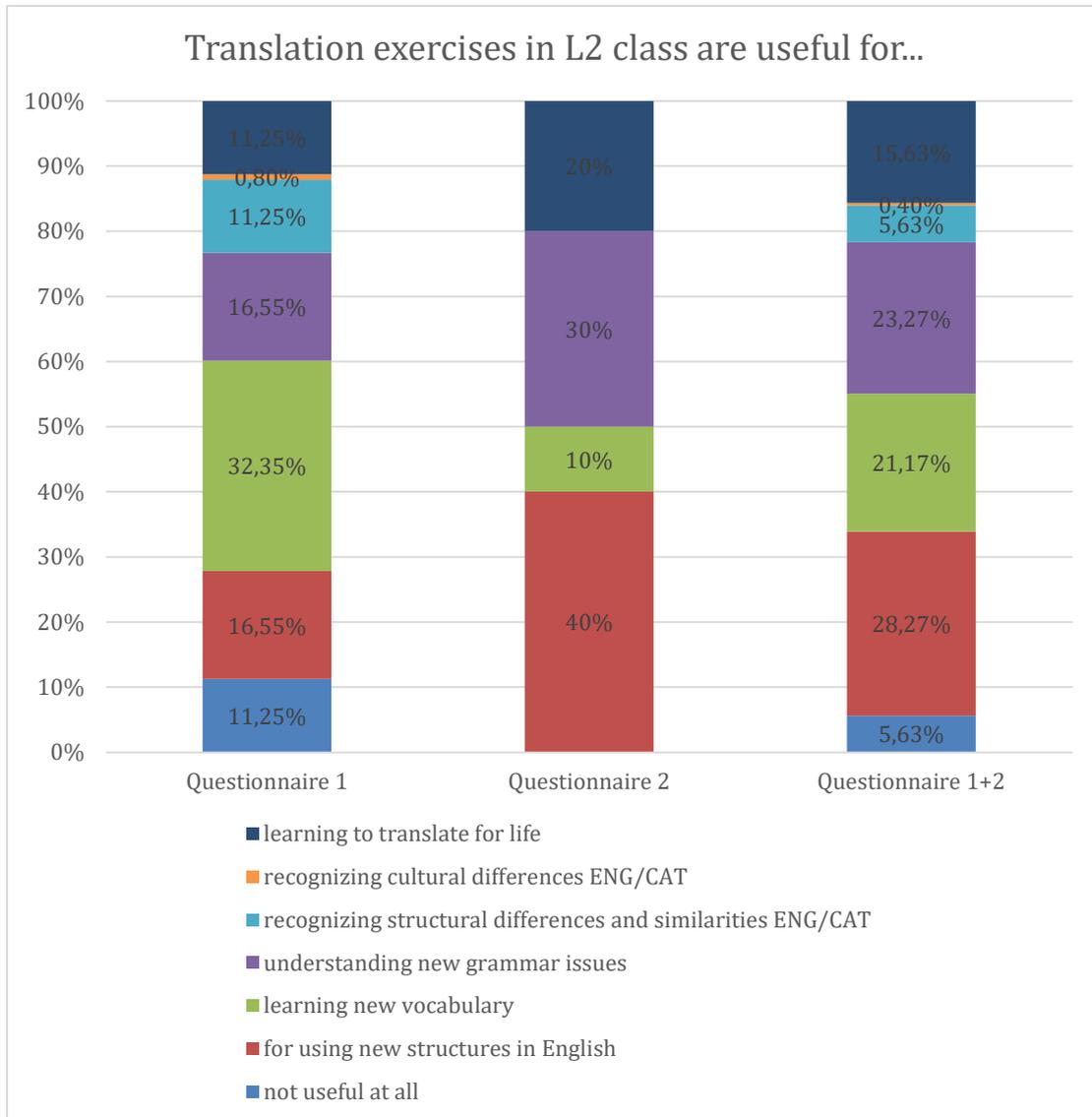


Figure 8: Translation is useful for...

This graph shows the obvious differences in the students' perception regarding the language competences translation tasks in the L2 classroom may enhance. Students in the internship school consider that this type of exercises helps them particularly to acquire more vocabulary, but also, in second place, to understand new grammar issues better and to recognize structural differences between the two languages. This may indicate that vocabulary and grammar plays a great role in the L2 classes in this school. Students seem not to be aware about the cultural aspect of translation, which is a very important aspect

of language learning, as has been pointed out by Castro (2015). Nevertheless, around 11% appreciate that learning to translate is also useful for their life outside school.

The respondents of questionnaire 2, on the other hand, state that translation helps them especially for using new structures in English and understanding new grammatical structures, as well as for translating in general, more than learning new vocabulary. The cultural aspect again has been totally ignored.

Taking into account the mean of both questionnaires and, as a result, a more heterogeneous sample, we can conclude that there are four main aspects which students consider to be enhanced by translation exercises: for using new structures in English (i.e. by translating they may apply the knowledge of their L1 to build sentences in L2), for understanding new grammar issues (i.e. when a new L2 grammar issue is explained they compare to their L1 for a better understanding), for learning new vocabulary (i.e. while translating they have to look up new vocabulary items) and finally for learning to translate for life (i.e. they will need to know how to translate because they will need this skill, for example at work, for communication, etc.). It has to be stressed that it seems that the cultural aspect of translation, and probably, of language in general, seems to be neglected in the L2 classroom in Spanish secondary education, although the Catalan Curriculum does explicitly refer to it, as we have already pointed out in section 2. Furthermore, the answers to this item thus clearly back up some of the arguments in favor of the use of translation in L2 learning:

- Translation is a beneficial contrastive task that enhances language awareness and understanding.
- Translation is a useful communicative task and a skill for life.
- Translation enhances other language skills (in this case, writing, by practicing vocabulary and grammar structures).

In order to obtain a more precise image of this issue, the questionnaires also included an open-answer question “Why do you think that translation is useful or not?”. By this, we made students reflect on their own learning and could also include further opinions.

The following table shows the students’ answers per questionnaire and our interpretation. This interpretation is based upon the arguments in favor of translation in L2 learning, mentioned in section 2.3. By this, the theoretical arguments given by the theorists can be confirmed by empirical data.

Answer ¹⁰ (Questionnaire 1)	Interpretation
Because by this you know what a word means.	Translation is natural and inevitable: needed to access meaning.
In order to learn how to write and to interiorize it.	Translation enhances other L2 skills (here: writing).
Because by this you can learn words more easily.	Translation enhances other L2 skills (here: expands vocabulary).
Because it helps you to learn the language better.	Very general. Could be related to translation enhancing other L2 skills.
Because by this you can learn the language and also understand it.	Translation enhances other L2 skills. Translation is a beneficial contrastive task that creates positive language awareness.
In order to learn more vocabulary.	Translation enhances other L2 skills (here: expands vocabulary)
To know the meaning of vocabulary.	Translation is natural and inevitable: needed to access meaning.
Because English is similar to Catalan.	Translation is a beneficial contrastive task that creates positive language awareness. Learners can build upon their knowledge of L1.
Because you learn lots of vocabulary.	Translation enhances other L2 skills (here: expands vocabulary)
Because it is necessary to learn a language.	Very general. Could be related to translation enhancing other L2 skills.
In order to learn vocabulary.	Translation enhances other L2 skills (here: expands vocabulary)
It helps you to understand everything you read or write.	Translation is natural and inevitable: needed to access meaning.
It helps you to interiorize the language.	Translation is a beneficial contrastive task that creates positive language awareness.
Answer (Questionnaire 2)	Interpretation
To know how English is spoken.	Unclear. Possibly related to translation enhancing other L2 skills.
It helps you analyze and understand better the language you are learning.	Translation is a beneficial contrastive task that creates positive language awareness.
Even if you can speak a language it's useless if you don't know how to translate it.	Translation is a useful and necessary skill for life. Translation is natural and inevitable.

¹⁰ Translation from Catalan into English by the author. Too chaotic or incomprehensible answers have been discarded.

Because you can compare to your own language and therefore understand it more easily and comfortably.	Translation is a beneficial contrastive task that creates positive language awareness. Learners can build upon their knowledge of L1.
To know what you are saying.	Translation is natural and inevitable.
It's useful to communicate and understand warning messages, etc.	Translation is a communicative act. Translation is a useful and necessary skill for life.
Because you reflect on what you have learned.	Translation is a beneficial contrastive task that creates positive language awareness.
Because the more vocabulary you have the better you can speak in a conversation.	Translation enhances other L2 skills (here: expands vocabulary).
Because it helps you to learn more languages.	Translation is a beneficial contrastive task that creates positive language awareness. Learners can build upon their knowledge of L1 and L2 to learn other languages.

Figure 9: Table of responses to "Why do you think is translation useful or not?"

The students' open-ended responses to the question why translation is useful suggest that they are, in fact, very aware of its usefulness for L2 learning:

The students of questionnaire 1 attribute the usefulness of translation especially to (in order of incidence from major to minor)

- The fact that translation enhances other L2 skills, especially their range of vocabulary. (8 answers)
- The fact that translation is natural and inevitable, needed especially to access meaning. (3 answers)
- The fact that translation is a beneficial contrastive task that creates positive language awareness, as students can build upon their knowledge of L1. (2 answers)

The students of questionnaire 2, on the other hand, refer to (in order of incidence from major to minor)

- The fact that translation is a beneficial contrastive task that creates positive language awareness, as students can build upon their knowledge of L1. (4 answers)
- Translation is a useful and necessary skill for life. (2 answers)
- The fact that translation is natural and inevitable, needed especially to access meaning. (2 answers)

- The fact that translation enhances other L2 skills, especially their range of vocabulary. (2 answers)
- Translation is a communicative act. (1 answer)

We can observe that the students of questionnaire 1 mostly think that translation in the L2 helps to expand their vocabulary. As we have already mentioned before, this can be perhaps attributed to the teaching approach in this school, which is grammar and vocabulary-centered. This assumption is supported by the fact that, in contrast, only 2 students of questionnaire 2, from different schools, point out that translation helps to expand vocabulary. The students of both questionnaires also mention the fact that translation is a beneficial contrastive task that creates positive language awareness, as students can build upon their knowledge of L1. Especially the students of questionnaire 2 are aware of this (4 answers vs. 2 answers in questionnaire 1). Furthermore, the students of both groups refer to translation as a natural and inevitable act, which is especially needed to access meaning (3 answers in questionnaire 1, 2 answers in questionnaire 2). Lastly, the students of questionnaire 2 add two more arguments for why translation is useful in the L2 classroom: translation is a useful and necessary skill for life (2 answers) and it is a communicative act (1 answer).

These data suggest that students are aware of the usefulness of translation tasks in L2 learning, but their awareness refers to different aspects with a different grade of incidence. They do in fact mention most of the arguments exposed in section 2.3. which back up the use of translation. However, once again the cultural dimension of language is neglected. This data could be analyzed even more in depth. For example, a possible relationship between student age/language proficiency and their answers could be studied (does their language awareness increase with increasing language proficiency?). It would also be interesting to examine the correlation between the L2 teaching approach and their responses. Nevertheless, this analysis would exceed the frame of this Master's dissertation.

Lastly, students have been asked in which occasions they need to translate. Nevertheless, this question will finally not be taken into account in our data analysis as we have detected that this question was redundant and the possible answers too restricted.

5. Conclusions

5.1. General conclusions

After analyzing the collected data, as well as the bibliographic references about the issue, several relevant conclusions can be taken.

To begin with, we will concentrate on the research question laid out at the beginning of this paper:

- What do students feel about the use of translation in the second language class?

As the opinion questionnaires revealed, secondary school students have a clearly positive attitude towards translation in the second language classroom regarding its attractiveness as a classroom task and also its usefulness for improving their language skills.

Firstly, the great majority think that **doing translation activities in class is fun**, they enjoy them very much or much (90% of the respondents).

Secondly, students are aware of the usefulness of translation tasks in the second language classroom to enhance their language skills: 92% state that they think that **translation activities are useful**, while only 8% think that this kind of activities does not contribute to improving language.

When asked about why and what students think that translation activities are useful for, students seem to consider that four aspects may be enhanced by the use of translation tasks:

1. Translation is a kind of practice for **using new structures in English**. This means that by translating they may apply the knowledge of their L1 to build new sentences in L2.
2. Translation helps students to **understand better new grammar issues**, when translating they are used to comparing structures in L1 and L2.
3. Translation **expands their vocabulary**, as during the translation activities they are forced to look up unknown vocabulary items.
4. Students consider that **learning to translate can be useful for life**, as they are likely to find themselves in situations in which they have to translate (job, communication, traveling, etc.)

We have to focus on the fact that very few students (an overall 0,2%) refer to the usefulness of translation for comparing and understanding the different cultures. We

found this fact to be very interesting, as well as disconcerting, since we consider that, when learning a foreign language, culture and language should always go hand in hand. The Catalan Curriculum even refers explicitly to the cultural aspect of language. A possible interpretation regarding this data could be that culture is less immediately evident as an outcome of translation activities. Therefore, we think that it could be beneficial for students if teachers highlighted the cultural differences not only during translation tasks, but also by introducing culture through other activities, like reading, listening or discussion activities.

When asked to describe in their own words the usefulness they attribute to translation activities in class, students' perception is that:

- Translation **enhances other L2 skills**, especially their range of vocabulary.
- Translation is **natural and inevitable**, needed especially to access meaning.
- Translation **creates positive language awareness**, as students can build upon their knowledge of L1.
- Translation is **a useful and necessary skill for life**.
- Translation is a **communicative act**.

Again, none of the respondents referred to the cultural aspect of translation. These data suggest to us that if students are not aware of the cultural dimension of translation, they are even less aware of the cultural dimension of language; it seems that the current language teaching approach in Catalonia does not stress culture enough. For my personal teaching approach, this implies that I will focus on the close relationship between language and culture.

This analysis of student perception regarding the usefulness and attractiveness of translation tasks in second language teaching may also be considered a contribution to **back up empirically most of the arguments given by researchers in favor of the use of such activities** in the language classroom:

- Translation is a communicative act.
- Translation is natural and inevitable.
- Translation is a beneficial contrastive task and contributes to avoiding negative interferences and creates positive language awareness.
- Translation is appealing and motivating.
- Translation contributes to the improvement of other skills.
- Translation is a useful skill for life.

The only argument not highlighted by the students and which is given by many theorists, is that translation plays a decisive role in the learning of a culture, as we have already mentioned before. In the same way, students do not refer to the fact that translation saves time in the foreign language classroom, either. This may probably be due to the lack of students' awareness of classroom management.

It is worth noting that our data suggest that, currently, it seems that there is no big interest in re-introducing translation activities in foreign language teaching in secondary education, since students state that they have done few translation activities in class. A quick look into the students' teaching material, like textbooks or online material, confirm this assumption. This study could therefore be used as inspiration for teachers who are reluctant or doubtful about the usefulness and attractiveness of translation in the second language classroom.

5.2. Data limitations

The aforementioned initial research questions,

- Does the use of translation tasks in class help students to improve their English?
- Which competencies may be enhanced by translation exercises?

could not be answered empirically by cause of the impossibility of collecting more data as a result of the Covid-19 shutdown. Nevertheless, their answers can be inferred by our data and the data of previous studies and theories, mentioned in section 2.

In this way, students think that the use of translation tasks in class definitely help students to improve their English, as their answers to different items in the questionnaire show. In addition, authors like Leonardi (2011), Cook (2010), Pintado Gutierrez (2012a), Artar (2017) or Castro (2015) give sound arguments that confirm this assumption.

With reference to which competencies may be enhanced by the use of translation exercises, our data suggest that translation especially improves students' writing skills (they think it helps them to practice new grammar and structures, as well as vocabulary). They do not refer to oral skills like listening and speaking, but our questionnaire did not refer to oral translation, either, which could be the reason. As to the reading skill, it is interesting to mention that none of the students made reference to it in the open-ended question.

5.3. Further research

Further research into this topic could include an empirical answer to both discarded research questions by a more complex and broad study. Two samples, one research group and a control group, could be compared with regard to student performance in second language proficiency, the research group using translation as methodology and the control group without using translation activities. This could prove if translation really enhances foreign language skills and, if so, which ones.

In this study, data regarding the type of possible translation activities for the second language classroom have not been analyzed, either. It could also be very interesting to investigate which translation activities are the most attractive and useful ones.

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7. Appendixes

7.1. Appendix 1. CEFR mediation activities

CEFR Section 4.4 presents types of mediation activities:

'In **mediating activities**, the language user is not concerned to express his/her own meanings, but simply to act as an intermediary between interlocutors who are unable to understand each other directly, normally (but not exclusively) speakers of different languages. Examples of mediating activities include spoken interpretation and written translation as well as summarising and paraphrasing texts in the same language, when the language of the original text is not understandable to the intended recipient e.g.:

4.4.4.1 Oral mediation:

- ▶ simultaneous interpretation (conferences, meetings, formal speeches, etc.);
- ▶ consecutive interpretation (speeches of welcome, guided tours, etc.);
- ▶ informal interpretation
 - ▶ of foreign visitors in own country
 - ▶ of native speakers when abroad
 - ▶ in social and transactional situations for friends, family, clients, foreign guests, etc.;
 - ▶ of signs, menus, notices, etc.

4.4.4.2 Written mediation:

- ▶ exact translation (e.g. of contracts, legal and scientific texts, etc.);
- ▶ literary translation (novels, drama, poetry, libretti, etc.);
- ▶ summarising gist (newspaper and magazine articles, etc.) within L2 or between L1 and L2;
- ▶ paraphrasing (specialised texts for lay persons, etc.).

(CEFR Section 4.4.4: English version, p. 87; French version, p. 71)

CEFR Section 4.6.3 adds:

'In addition to interaction and mediation activities as defined above (= *interpretation and translation*), there are many activities in which the user/learner is required to produce a textual response to a textual stimulus. The textual stimulus may be an oral question, a set of written instructions (e.g. an examination rubric), a discursive text, authentic or composed, etc. or some combination of these. The required textual response may be anything from a single word to a three-hour essay. Both input and output texts may be spoken or written and in L1 or L2.

(CEFR Section 4.6.3: English version p. 99; French version p. 80)

North & Piccardo, 2016, p.10

7.2. Appendix 2. Translation task

S 02 WHAT'S ON THE MENU TODAY?

Task 2.2. What's on the canteen's menu today?

DO YOU KNOW WHAT THE CANTEEN OFFERS?
CHECK THE CANTEEN'S MENU. THEN TRANSLATE IT INTO CATALAN.
WOULD A UK CANTEEN HAVE THE SAME DISHES?

SHARE YOUR TRANSLATIONS IN THE WB:
[HTTP://BIT.LY/REALFOODINGWORKBOOK](http://bit.ly/realfoodingworkbook)

LANGUAGE BOX!

How do you say this in English?
Can you look it up, please?
How do you spell this?
Are you sure?
I don't agree with you.




THE CANTEEN'S WEEKLY MENU

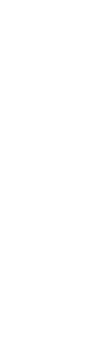
DILLUNS crep farcida de rostit amb beixamel i formatge

DIMARTS arros amb pollastre

DIMECRES Coca de sardines

DIJOUS Truita de patates i ceba

DIVENDRES Tallarins amb tomàquet



Esmorzars i snacks

Cantina

Item	Price	Item	Price
Paquet de...	1.50	...	1.20
...	2.00	...	2.50
...	1.80	...	2.90
...	1.30
...	2.20

DIMECRES / DIVENDRES

Paninis

SALSA TÈRRERA	1.70
...	...
...	2.00

0% GLUTEN

MUFFIN	1.50
...	...
...	2.00



Translation task. Student's Book.

7.3. Appendix 3. Questionnaire 1 (internship school)

Enquesta Activitats de traducció

Ens interessa saber què en penses, de les activitats de traducció a classe. Aquestes 10 preguntes ens ajudaran a esbrinar-ho. Gràcies per la teva col·laboració!

***Obligatorio**

1. Has fet moltes activitats de traducció ja a l'institut (1r i 2n ESO)? Quantes aproximadament? *

Marca solo un óvalo.

- 0-5
 6-10
 11-30
 més de 30

2. De quin tipus? *

Marca solo un óvalo.

- traduir paraules o frases del català a l'anglès
 traduir paraules o frases de l'anglès al català
 traduir textos reals del català a l'anglès
 traduir textos reals de l'anglès al català
 traduir altres tipus de textos com subtitular o doblar un vídeo
 res
 Otro: _____

3. T'agraden les activitats de traducció? *

Marca solo un óvalo.

- | | | | | | |
|------|-----------------------|-----------------------|-----------------------|-----------------------|------|
| | 1 | 2 | 3 | 4 | |
| gens | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | molt |

4. Creus que les activitats de traducció a l'aula t'ajuden a aprendre anglès? *

Marca solo un óvalo.

	1	2	3	4	
gens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	molt

5. Amb quina freqüència fas servir la traducció a les classes d'anglès sense que t'ho demanen? *

Marca solo un óvalo.

- sempre
 freqüentment
 alguna vegada
 mai

6. Què és el que tradueixes? *

Marca solo un óvalo.

- paraules
 frases
 textos
 res
 Otro: _____

7. Per què necessites traduir?

Marca solo un óvalo.

- perquè és divertit i em motiva per aprendre anglès
 perquè d'aquesta manera no només aprenc l'idioma sinó també a traduir
 perquè em permet comparar el meu idioma i l'anglès i això m'ajuda a interioritzar-lo
 perquè no entenc la gramàtica
 perquè no entenc el vocabulari

8. Creus que la traducció és una eina útil per aprendre un idioma? *

Marca solo un óvalo.

- si
 No

9. Per què creus que és útil o no? *

10. Per a què creus que serveixen les activitats de traducció a les classes d'anglès? *

Marca solo un óvalo.

- per a res
- aprenc a utilitzar noves estructures en anglès
- aprenc molt de vocabulari
- m'ajuden a comprendre els nous continguts de gramàtica
- m'ajuden a veure les diferències i semblances del català/castellà i l'anglès
- m'ajuden a veure les diferències culturals
- Així també aprenc a traduir i això em serveix per la vida en general
- Otro:

7.4. Appendix 4. Questionnaire 2 (online schools)

Enquesta Activitats de traducció

Ens interessa saber què en penses, de les activitats de traducció a les classes de l'ESO. NO TINGUEU EN COMPTE LES CLASSES D'ANGLÈS QUE FEU D'EXTRAESCOLARS. Aquestes 10 preguntes ens ajudaran a esbrinar-ho. Gràcies per la teva col·laboració!

***Obligatorio**

1. Quin curs fas actualment? *

Marca solo un óvalo.

- 1r ESO
- 2n ESO
- 3r ESO
- 4t ESO
- 1r Batxillerat
- 2n Batxillerat

2. Has fet moltes activitats de traducció ja a l'institut (1r -4t ESO + batxillerat)? Quantes aproximadament? *

Marca solo un óvalo.

- 0-5
- 6-10
- 11-30
- més de 30

4. De quin tipus? *

Marca solo un óvalo.

- traduir paraules o frases del català a l'anglès
- traduir paraules o frases de l'anglès al català
- traduir textos reals del català a l'anglès
- traduir textos reals de l'anglès al català
- traduir altres tipus de textos com subtitular o doblar un vídeo
- res
- Otro: _____

5. T'agraden les activitats de traducció? *

Marca solo un óvalo.

	1	2	3	4	
gens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	molt

6. Creus que les activitats de traducció a l'aula t'ajuden a aprendre anglès? *

Marca solo un óvalo.

	1	2	3	4	
gens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	molt

7. Amb quina freqüència fas servir la traducció a les classes d'anglès sense que t'ho demanen (tradueixes mentalment, utilitzes google translator, etc.)? *

Marca solo un óvalo.

- sempre
- freqüentment
- alguna vegada
- mai

8. Què és el que tradueixes? *

Marca solo un óvalo.

paraules

frases

textos

res

Qtro: _____

9. Per què necessites traduir?

Marca solo un óvalo.

perquè és divertit i em motiva per aprendre anglès

perquè d'aquesta manera no només aprenc l'idioma sinó també a traduir

perquè em permet comparar el meu idioma i l'anglès i això m'ajuda a interioritzar-lo

perquè no entenc la gramàtica

perquè no entenc el vocabulari

10. Creus que la traducció és una eina útil per aprendre un idioma? *

Marca solo un óvalo.

si

No

11. Per què creus que és útil o no? *

12. Per a què creus que serveixen les activitats de traducció a les classes d'anglès? *

Marca solo un óvalo.

- per a res
- aprenc a utilitzar noves estructures en anglès
- aprenc molt de vocabulari
- m'ajuden a comprendre els nous continguts de gramàtica
- m'ajuden a veure les diferències i semblances del català/castellà i l'anglès
- m'ajuden a veure les diferències culturals
- Així també aprenc a traduir i això em serveix per la vida en general
- Altro: _____