COMMUNICATIVE TRANSLATION IN FOREIGN-LANGUAGE TEACHING AND LEARNING

Nune Ayvazyan

Translation has been regarded as a communicative foreign-language teaching and learning tool since the late 1960s, although more empirical research is needed to test its effectiveness. Defining "communicativeness" as active participation in class, this research looks at how student participation rates (quantified as teacher-initiated or student-initiated interaction) change when translation activities are used in class, as compared to classes in English only. The experiment was carried out with 61 officially enrolled second-year students of English at the Universitat Rovira i Virgili who were taking a grammar course. The students were placed into two groups for their practice sessions, eight of which were video-recorded. The methodology was to alternate classes with translation activities and in English-only in both practice groups, so that all the students would undergo the same treatment. Also, pre- and post-experiment questionnaires were distributed to find out what beliefs the students held about translation in foreign-language learning, which were then complemented by interviews from key participants. The findings show that in terms of teacher-initiated interaction, there was no difference between classes carried out with translation activities as compared to classes in English only. However, student-initiated interaction was higher in the classes with translation. Also, student-initiated participation was higher in comprehension-based activities as opposed to production-based activities. Students' beliefs about translation in a foreign-language class were generally positive at the beginning and had not changed by the end of the experiment. The findings show that translation can in certain cases be more communicative than classes in English only, if we quantify "communicativeness" in terms of the amount of participation in class.

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Supervised by Professor Anthony Pym,
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I hereby certify that the present study *Communicative Translation in Foreign-Language Teaching and Learning*, presented by Nune Ayvazyan for the award of the degree of International Doctor, has been carried out under my supervision at the Department of English and Germanic Studies of the Rovira and Virgili University, with Dr. Patrick Zabalbeascoa of the Universitat Pompeu Fabra as co-supervisor, and that it fulfills all the requirements for the award of International Doctor.

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"We can only be said to be alive in those moments when
our hearts are conscious of our treasures."
Thornton Wilder

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Abstract

Translation has been used as a foreign-language teaching and learning tool for many centuries, but it became notorious as a component of the Grammar Translation Method in the late 19th century and for the most part of the 20th century. On many occasions, translation was branded as being uncommunicative, that is, unable to engage students in dynamic oral interaction. However, the arrival of the Communicative Approach ushered in a new status for the role of translation in foreign-language education. Translation was proclaimed to be a communicative language-learning tool from at least the 1970s, although this assertion had very little empirical foundation at the time.

In order to fill this void, this study looks into the interaction patterns between students in two kinds of English-learning classes: one with translation and the other in English only. The experiment was carried out with 61 students enrolled in a second-year university subject in English grammar in Spain. All the students underwent the two treatments, classes with translation and in English only, in order to see how they interacted under the different conditions.

The analysis centers on four categories of interaction: teacher talk, teacher-initiated student interaction, student-initiated student-to-teacher interaction, and student-to-student interaction. Also, pre-experiment and post-experiment questionnaires and individual interviews gathered information about the students' attitudes to translation.

The findings show that Communicative Translation elicited more student-initiated interaction than did the English-only classes, while the difference in teacher-initiated interactional turns was not statistically significant. Also, student-initiated participation was higher in comprehension-based activities (into L1) as opposed to production-based activities (into L2). As evidenced by the questionnaires, the students' attitudes to translation were initially positive and mainly did not vary as a result of the experiment, with the exception of two questions on the use of mental translation and one on the role of L1, all of which saw a less positive evaluation at the end.

Resumen

La traducción se ha utilizado como herramienta de enseñanza y aprendizaje de lenguas extranjeras durante muchos siglos, pero adquirió mala reputación como parte del Método de Gramática-Traducción a finales del siglo XIX y durante la mayor parte del siglo XX. En muchas ocasiones, la traducción se calificó como no comunicativa, es decir, como incapaz de involucrar a los estudiantes en la interacción oral dinámica. Sin embargo, la llegada del Enfoque Comunicativo presagió un nuevo estatus para la traducción en la enseñanza de lenguas extranjeras. Así, al menos desde la década de 1970, la traducción se proclamó como una herramienta comunicativa de aprendizaje de idiomas, aunque esta afirmación tenía muy poco fundamento empírico.

Para contribuir a llenar ese vacío, el presente estudio examina los patrones de interacción entre los estudiantes en dos clases de inglés: una con ejercicios de traducción y otra solamente en inglés. El experimento se llevó a cabo con 61 estudiantes matriculados en una asignatura de gramática inglesa en el segundo año de grado en España. Todos los estudiantes se sometieron a los dos tratamientos, clases con y sin traducción, para ver cómo interactuaban en las diferentes condiciones.

El análisis se centra en cuatro categorías de interacción: el discurso de la profesora, la interacción estudiante-profesora iniciada por la profesora, la interacción estudiante-profesora iniciada por el estudiante y la interacción estudiante-estudiante. Además, los cuestionarios pre y posexperimento y las entrevistas individuales permitieron reunir información acerca de la opinión de los estudiantes respecto a la traducción.

Los resultados demuestran que la Traducción Comunicativa suscitó más interacción iniciada por los estudiantes que las clases en inglés, mientras que no se encontraron diferencias estadísticamente significativas entre los patrones de interacción iniciados por la profesora. Además, la participación iniciada por los estudiantes era mayor en las actividades de comprensión (traducción a la L1) que en las actividades de producción (traducción a la L2). Los resultados obtenidos de los cuestionarios demuestran que la opinión de los estudiantes respecto a la traducción fue positiva y, principalmente, que esta no varió a causa del experimento, con la excepción de dos preguntas sobre el uso de la traducción mental y una sobre el papel de la L1, que tuvieron una evaluación menos positiva.

Resum

La traducció s'ha utilitzat com a eina d'ensenyament i aprenentatge de llengües estrangeres durant molts segles, però va adquirir una mala reputació com a component del Mètode de Gramàtica-Traducció a la fi del segle XIX i durant la major part del segle XX. En moltes ocasions, la traducció es va qualificar com a no comunicativa, és a dir, incapaç d'involucrar els estudiants en la interacció oral dinàmica. No obstant això, l'arribada de l'Enfocament Comunicatiu va presagiar un nou estatut per a la traducció en l'ensenyament de llengües estrangeres. La traducció va ser proclamada una eina comunicativa d'aprenentatge d'idiomes des d'almenys la dècada de 1970, encara que aquesta afirmació tenia molt poc fonament empíric.

Per contribuir a omplir aquest buit empíric, aquest estudi examina els patrons d'interacció entre els estudiants en dues classes d'anglès: amb exercicis de traducció i només en anglès. L'experiment es va dur a terme amb 61 estudiants matriculats en una assignatura de gramàtica anglesa en el segon any de grau a Espanya. Tots els estudiants es van sotmetre als dos tractaments, classes amb traducció i sense, per veure com interactuaven sota les diferents condicions. L'anàlisi se centra en quatre categories d'interacció: el discurs de la professora, la interacció estudiant-professora iniciada per la professora, la interacció estudiant-professora iniciada per l'estudiant i la interacció estudiant-estudiant. A més, els qüestionaris pre i post experiment i les entrevistes individuals van reunir informació sobre l'opinió dels estudiants cap a la traducció.

Els resultats demostren que la Traducció Comunicativa va suscitar més interacció iniciada pels estudiants que les classes en anglès, mentre que no es van trobar diferències estadísticament significatives entre els patrons d'interacció iniciats per la professora. A més, la participació iniciada pels estudiants era més gran en les activitats de comprensió (traducció a la L1) en comparació amb les activitats de producció (traducció a la L2). Els resultats obtinguts dels qüestionaris demostren que l'opinió dels estudiants de la traducció va ser positiva i principalment no va variar a causa de l'experiment, amb l'excepció de dues preguntes sobre l'ús de la traducció mental i l'ús de la L1, les quals van tenir una avaluació menys positiva.

Declaration

I, Nune Ayvazyan, hereby declare that this thesis is entirely my own work, carried out at the Universitat Rovira i Virgili for the degree of Doctor of Philosophy in Translation and Intercultural Studies, and that it has not been submitted as an exercise for a degree at any other university. Where other sources of information have been used, they have been acknowledged. Some parts of this thesis have been accepted for publication in: Anthony Pym and Nune Ayvazyan, "Linguistics, translation and interpreting in foreign-language teaching contexts". In Kirsten Malmkjær (ed.) *The Routledge Handbook of Translation and Linguistics*. London and New York: Routledge.

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Nune Ayvazyan

Table of contents

List of tables

List of figures

Glossary

Acquisition: "An environmentally natural process; the primary force behind foreign-language fluency" (Crystal 1980/2008: 8).

Codeswitching: Going from one language to the other in mid-speech when both speakers know the languages.

Communicative activity: "Motivated activities, topics, and themes which involve the learner in authentic communication" (Stern 1993: 175).

Communicative language competence: The ability to communicate. Can be considered as comprising several components: linguistic, sociolinguistic and pragmatic (cf. Council of Europe 2001: 13).

Communicative Translation: Here Communicative Translation is understood as a language activity that elicits active interaction between the teacher and the students, and which is meaningful to the students; not to be confused with "Communicative translation" as defined in Hervey *et al.* (1995: 24) as a translation solution of "culturally conventional formulas where a literal rendering would be inappropriate".

Interaction: The process by which the teacher and the students take turns to communicate in instruction environments.

L1: First language, also referred to as "mother tongue". These two terms are used with the same value herein.

L2: Any foreign language under study. Since "it is common in SLA to place all contexts of learning under the umbrella term second language acquisition" (Van Patten and Benati 2010: 2), here "L2" and "English as a foreign language" are used with the same value.

Languaging: The use of language to discuss various aspects of language use (Källkvist 2013a: 218). In this thesis, it can be regarded as one part of "interaction", which is regarded as a more general type of communication.

Learning: An instructional process which takes place in a teaching context, guiding the performance of the speaker (Crystal 1980/2008: 8).

Translation as a foreign-language teaching (and learning) tool: Translation used in foreign-language classrooms as a tool alongside other language teaching tools, such as, for example, audiovisual teaching, role-play, and grammar exercises. Also referred to as "pedagogical translation", that is, translation in foreign-language classes aimed at enhancing and further improving reading, writing, speaking and listening skills (Leonardi 2011: 22).

1. Introduction

Why deny the right of plurilinguals to use their array of languages in education contexts, especially when multilingualism is welcome everywhere else? Perhaps the denial is due to the tendency to resist change and cling to old habits, no matter how logical the change might seem.

With the arrival of globalization, multilingualism seems to be the norm rather than an exception. According to the data provided by the European Commission, "[t]he majority of Europeans (54%) are able to hold a conversation in at least one additional language, a quarter (25%) are able to speak at least two additional languages and one in ten (10%) are conversant in at least three" (Eurobarometer 2012: 12). The numbers are even more impressive for the increasingly multilingual younger generation, since 74% of the young people aged 15-24 speak at least one additional language.

Multilingualism has been promoted at the institutional level in Europe at least since the proposal (2003) of the action plan on language learning and linguistic diversity, which stipulated that "[e]very European citizen should have meaningful communicative competence in at least two other languages in addition to his or her mother tongue" (European Commission 2003: 4). Prior to the action plan, the *Common European Framework of Reference for Languages* was issued to serve as a comprehensive guide in such matters as elaboration of language syllabuses, curriculum guides, examinations, and textbooks, in addition to stipulating how language learners could use their languages communicatively (Council of Europe 2001: 1). Of particular interest to this study is the concept of "plurilingualism":

> the plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all

> knowledge and experience of language contributes and in which languages interrelate and interact. In different situations, a person can call flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor. (Council of Europe 2001: 4)

Thus, far from serving in isolation, languages are seen as complementing each other in communicative interactions. Ultimately, mediation (in particular translating and interpreting) is one of the language activities (along with reception, production, and interaction) that activates language learners' communicative language competence (Council of Europe 2001: 14). Seen in this light, translation and interpreting have a role in foreign-language teaching that is, if not central, at least equally as valuable as the other activities.

But what is, or has been, the actual status of translation (and by extension, of interpreting) in foreign-language education? Historically, translation has been associated with the abuses of the Grammar Translation Method and was thus rejected until approximately the last quarter of the 20th century, when dissenting voices started to advocate translation in education contexts as a valid tool for the teaching and learning of foreign languages. Particularly noteworthy is the fact that since its relatively recent readmission, translation has been envisioned by some scholars as a communicative activity having all the requisites such an activity must have. Since then, there has been an upsurge of theoretical and empirical work that has tried to situate translation within education environments. Theoretical works have mostly centered their attention on providing detailed arguments for the reintroduction of translation in education contexts and elaborating activities for foreign-language classrooms, while empirical work (although scant) has focused on investigating whether translation can be a useful tool for foreign-language teaching and learning. Many of the empirical studies have highlighted the fact that L1 use in a foreign-language classroom is natural, hence the need to integrate this strategy. Translation, along with other L1-based strategies such as codeswitching, could be of use in a foreign-language classroom alongside other activities, but first research has to delimit its usefulness.

Despite this progress in terms of knowledge, it seems that translation still does not enjoy full recognition on the part of educators. A report carried out for the

European Commission's Directorate-General for Translation by Pym, Malmkjær, and Gutiérrez-Colon Plana (2013: 135) tells us that, although translation is used in classrooms covertly in many countries, it tends not to be explicitly mentioned in the official curricula. This might be associated with the belief that languages should be learned in isolation, that is, with no recourse to the learner's L1, whereas one may assume that educators use translation as a tool for teaching foreign languages due to its perceived usefulness.

The aim here is not to advocate translation at the expenses of using the target language in class, which often is both appropriate and beneficial, but to find out whether translation can be as valuable as, in this case, English-only instruction in terms of its communicative value.

If real progress is to be made in this matter, it is empirical research that will ultimately justify the role of translation in foreign-language teaching and learning. Now, perhaps, it is time to add the adjective "communicative" next to "translation", in order to signal its worth as a tool that can potentially elicit as much communication as any other tool in a foreign-language class. In this respect, the purpose of using the term "Communicative Translation" is not to confront it with Grammar Translation, but to highlight the communicative nature of translation.

1.1. Justification

I started this project out of personal interest in why translation is so ostracized in the Western tradition of foreign-language teaching. I say "Western tradition" because translation (or, more exactly, Grammar Translation) was an inherent part of foreign-language instruction in post-Soviet countries, in one of which (Armenia) I received my secondary schooling and part of my higher education. There, English was mainly taught with the help of *the* textbook, the eminent *Uchebnik Angliyskogo Yazyka* [Coursebook of English, translation mine] (Bonk, Kotiy, and Lukyanova 1961), inherited from the old Soviet regime. This was basically a course in two volumes that made extensive use of the Grammar Translation Method. However, that did not mean that we were engaged in doing boring translations for days on end: translation, even if in its most detested form, formed part of our secondary and higher studies, alongside other activities. The gain? Formal accuracy. That is how I learned my English and I

do think I became a decent speaker of English, so Grammar Translation could not have done too much harm to my communicative skills.

The story continues. When I resumed my studies on Spanish soil, I realized there was no trace of translation in any of the English classes I attended. The natural question that arose in my mind was "why?", especially when translation had had so much presence in my earlier education at home. Then I took some classes on second-language teaching and everything fell into place: it looks like the Armenians and the rest of the ex-Soviets were unaware of the already-not-so-recent change in attitudes towards translation in foreign-language education. Or were they?

Be as it may, Grammar Translation was part of my foreign-language learning in faraway Armenia. I do not pretend to defend the role of Grammar Translation in foreign-language teaching, but to illustrate that even such a radical form of translation, which has been maligned so many times in academic writing, can be of use if and only if its use is justified. Here, on the other hand, I do aim to defend the role of *Communicative* Translation in teaching English as a foreign language. It is still translation, the same interlingual activity, but approached in a different light, namely from the perspective of active participation and interaction. Authentic language use and communication are the cornerstones of the Communicative Approach. From here, I extract the "communicative" nature of translation and I adhere to the idea that translation can and indeed is a communicative activity.

1.2. Aims and methodology

This research was partially inspired by Källkvist's (2013a) study, particularly by the results she obtained regarding student-initiated interaction. The primary aim of this thesis is to investigate whether translation can be a communicative activity, thus contributing to the growing literature on this issue. To this end, I start from three research questions:

- Do students participate more when they have Communicative Translation activities as compared to English-only activities?
- What do students think of translation and the use of L1 in a class for teaching English as a foreign language?

- Does their opinion change after having classes with Communicative Translation?

The hypotheses that emanate from these research questions are as follows:

- H_1: In an English as a foreign-language classroom, Communicative Translation activities engender more interaction than do English-only activities.
  - $H_{1.1.}$: In an English as a foreign-language classroom, Communicative Translation activities correlate with *more* turns than do English-only activities.
  - $H_{1.2.}$: In an English as a foreign-language classroom, Communicative Translation activities correlate with *longer* turns than do English-only activities.
- H_2: In an English as a foreign-language classroom, Communicative Translation activities engender more student-initiated interaction than do English-only activities.
- H_3: In an English as a foreign-language classroom, student-initiated interaction is greater in comprehension-based activities (into the L1) as opposed to production-based activities (into the L2).
- H_4: In an English as a foreign-language classroom, students' positive attitudes to translation increase after direct experience of classes in which Communicative Translation is used.

In order to test these hypotheses, I carried out a pilot study followed by the main study. These were similar in design but the main study was improved following analysis of the pilot (H_3 was added as a consequence of the pilot). Both the pilot and the main study were carried out at the Department of English and German Studies of Universitat Rovira i Virgili, in Tarragona, Spain. The pilot was carried out in the 2013-2014 academic year, while the main study was carried out from October 2014 to December 2014. The course in which the main experiment was carried out was called "Llengua Anglesa 1" [English Language 1], which was one of the obligatory courses in the second year of the degree in English. The course focuses mainly on grammar:

"Acquisition of grammatical competence and knowledge appropriate to level B2 (CERF), with a main focus on the Verb Phrase and related elements." (Grau d'Anglès 2014). The subjects were 61 officially enrolled students who were taking the theory sessions together on Wednesdays (one hour per week), while they were placed in two different groups for the practice session (three hours per week and per group) on Mondays (one hour) and Tuesdays (two hours) for Group 1 and Thursdays (two hours) and Fridays (one hour) for Group 2. The experiment was carried out during those two-hour practice sessions. It thus involved four classes per group, of which two were carried out with Communicative Translation activities while the other two were in English only. Both groups underwent the same treatment, that is, the translation variable was not isolated, since the aim was not to measure the students' learning outcomes following the use of translation but to investigate how the students behaved in terms of interaction when translation was used as opposed to classes carried out in English only.

The classes were video-recorded for transcription and were analyzed quantitatively and qualitatively. I opted for a mixed-method approach due to the belief that while numbers provide a reliable account of the frequency of a phenomenon, a qualitative approach can add a dimension of causality in that it can offer answers to the question "why?".

The tools that were used for data collection, apart from the recordings, were pre- and post-experiment questionnaires on the students' beliefs about translation in foreign-language teaching, as well as semi-structured interviews to triangulate the data.

All in all, 42 students (70% of all the students enrolled) participated in the experiment with the class recordings. The students were presented with two types of activities during their grammar lessons: grammar discussion (comparative grammar in the translation classes) and role-play (liaison interpreting in the translation classes). The pre-experiment questionnaire was distributed to the students on the first day of class and one month prior to the start of the experiment, and the same questionnaire was administered again after the experiment was over. Only 27 students (44%) participated in both the pre- and post-experiment questionnaires. Nine (15%) participated in the interviews, selected according to their responses to the questionnaires (mostly negative and neutral).

1.3. Structure of the thesis

This thesis is divided into seven chapters. Chapter 2 introduces the historical background of translation in foreign-language teaching. This chapter aims to illustrate how attitudes towards translation as a didactic tool and the use of L1 have moved in pendulum swings, from acceptance to rejection and back to acceptance again. The period addressed in this chapter starts from the late 18th century, reviewing in a sequential manner the periods starting with the Grammar Translation Method, the Reform Movement and the Direct Method, and the Communicative Approach. A subsection in this chapter also deals with the establishment of Translation Studies as an independent academic discipline, which indubitably was a major advance for the translation community. The underlying aim is to illustrate that translation has been much debated over the past century, initially in the field of what nowadays is known as Applied Linguistics and subsequently in the field of Translation Studies proper.

The empirical research that emanated from those debates is presented in Chapter 3. It starts with Holmes's (1972/2000) seminal article, generally accepted as having laid the groundwork for the new discipline of Translation Studies, in which he calls for research on translation in foreign-language teaching. The chapter reviews didactic proposals of how translation (particularly communicative translation) can be integrated into a foreign-language classroom, followed by a survey of empirical research on the role of translation and the way in which the learning community perceives it.

In Chapter 4 I set out to describe the methodology used in my own study. The chapter introduces the research questions, hypotheses, instruments, and the overall research design, followed by the results obtained in the pilot study, which served as a point of departure for the main study. The procedure for the main experiment is also described in this chapter.

The results obtained from the main experiment are presented in Chapter 5. The results comprise both quantitative and qualitative data, mainly in response to the hypotheses proposed, but also presenting additional results that emanated from the data and were not initially contemplated. The chapter first introduces the quantitative results, then the qualitative results.

Chapter 6 is devoted to discussion of the results obtained from the data analysis. The chapter is divided into two main parts: discussion of the results relative to the hypotheses, and discussion of the supplementary findings. In this chapter I try to find explanations for the phenomena found in the experiment.

Finally, Chapter 7 outlines the conclusions derived from the experiment, the limitations of the study, as well as insights into how the present work can contribute to the development of Translation Studies in general and of translation as a foreign-language tool in particular. Further, the chapter suggests some avenues for future research.

2. Historical background

In this chapter I present the trajectory of translation in foreign-language teaching from the late 18th century to the present day. I will depict the main currents of thought that dominated each epoch.

The chapter is divided into three subsections: 2.1 Translation in foreign-language teaching from the eighteenth to the mid-twentieth century deals with the main theories that governed the use of translation in foreign-language teaching before the arrival of the Communicative Approach; 2.2 Translation in foreign-language teaching from the mid-twentieth century to the present deals with the definition of the role of translation in this particular period; and 2.3 Translation as an independent field of study deals with the establishment of Translation Studies as an independent academic discipline.

2.1. Translation in foreign-language teaching from the eighteenth to the mid-twentieth century

Translation has been present in language teaching in one way or another since time immemorial. Before the learning of modern languages became a trend (or, more exactly, a necessity) with the beginning of the industrial revolution and increasing mobility, classical languages, as well as living languages, were mainly taught through translation (see Howatt 1984). Fair enough: classical languages needed no oral interaction, since they were "dead", hence a disregard for the production of speech and communication. This is why the first impulse when teaching modern languages was to perpetuate the old habit of using translation as one of the main tools for language teaching, basically because it worked quite well with classical languages. Modern languages were not introduced into school curriculum in Europe until the nineteenth century (Kelly 1969: 174; Howatt 1984: 139), so the need to devise a method that would take care of learners' practical communicative needs did not emerge until then.

The method that would mark a before and after in the use of translation in teaching foreign languages was the so-called Grammar Translation Method, a title that was coined by its opponents (see Howatt 1984). Reportedly, the first Grammar Translation Method was devised by Johann Valentin Meidinger (1756-1822) and was called *Praktische Französische Grammatik* [Practical French grammar] first published in 1783, which was later adapted by Johann Christian Fick (1763-1821) in 1793 to become a Grammar Translation course for teaching English, called *Praktische englische Sprachlehre für Deutsche beiderlei Geschlechts: nach der in Meidingers französischen Grammatik befolgten Methode* [Practical English course for Germans of both sexes, following the method of Meidinger's French grammar] (see Howatt 1984; Howatt and Widdowson, 1984/2004). There were another two authors that popularized the method, Franz Ahn (1796-1865) and Heinrich Gottfried Ollendorff (1803-1865), who wrote a series of books for teaching modern languages, including English. Ahn's method, branded by himself as "practical, easy and quick", was first published in 1834 and was devised to teach French to German speakers. His method presented a number of features: introductory notes on pronunciation, grammar explanations followed by examples and comparative grammar, and translation exercises from and into the foreign language, starting from isolated sentences and progressively introducing whole texts. For example, here is a text from Ahn's textbook for teaching French to English speakers, to be translated into French:

> One cannot be more unhappy, than this young man. He loves nobody and is loved by nobody. Nothing amuses him, nothing gives him pleasure. In vain do his parents try to amuse him, he repulses them. Most of his friends have left him; he goes about alone, and avoids the society of men. Can anything be more desolate? Is anyone more to be pitied, than this unhappy man? They fear for his life and are obliged to watch him well, that he may not do harm to himself or others. (Ahn 1834/1852: 63)

Oral practice was encouraged through the introduction of "easy dialogues", arranged thematically. These dialogues were supposed to fill in the void of oral interaction, but the design of these dialogues, as it can be seen, accounted for very little authenticity:

> Are you hungry? I have a good appetite. I am very hungry. Eat something. What will you eat?
> Avez-vous faim? J'ai bon appétit. J'ai grand' faim. Mangez quelque chose. Que mangerez-vous? (Ahn 1834/1852: 79)

Ollendorff's method, *Nouvelle méthode pour apprendre à lire, à écrire et à parler une langue en six mois, appliquée à l'allemand* [New method to learn to read, write, and speak German in six months], first published in 1835, similarly promised quick results. This method was based on a question-answer format: "Mon système est fondé sur ce principe que chaque question contient presque complétement la réponse qu'on doit ou qu'on veut y faire" [My system is founded on the principle that each question contains almost the whole answer that one must or would like to give] (Ollendorff 1835/1872: v). The questions, however, were a little bizarre, similar to the ones presented by Ahn.

Before the Reform Movement as such took off, there were individual reformers who prepared the ground for it by devising quite singular methods of teaching foreign languages. These individual reformers were Claude Marcel (1793-1876), Jean Joseph Jacotot (1770-1840), Thomas Prendergast (1806-1886), and François Gouin (1831-1896) (see Howatt 1984). These language educationalists were not against translation, but they were looking for alternative ways of teaching languages. For example, in the case of Marcel, it was his Rational Method, outlined in *Language as a Means of Mental Culture and International Communication* (1853) that introduced a completely new way of looking at language pedagogy. In his work, Marcel draws the distinction between "impression" and "expression", which would be the modern-day pair of reception and production. This division resulted in a consequent subdivision into reading and hearing (impression), and speaking and writing (expression), which today are known as "the four skills". In Marcel's work, reading was branded as "the first branch in importance" and consisted of "the power conceiving, either by translation or directly, the ideas expressed by the written language" (Marcel 1853: 337). Indeed, Marcel considers that the teaching of reading, which had a primary and essential role for the learning of foreign languages in his method, can be aided by translation:

> This sufficiently shows the way to proceed in learning a foreign language. If, conformably to the dictates of nature, learners are made to enter at once upon the practice of translation, [...] the forms of that language, being illustrated by numerous expressions, will remain clearly and firmly impressed on their minds; whereas abstract, dry, and uninteresting rules must soon be forgotten. (Marcel 1853: 376)

The Reform Movement as such started at the end of the nineteenth century with the publication of Viëtor's pamphlet *Der Sprachunterricht muss umkehren!* [Language teaching must start afresh!] (1882/1886). Viëtor was particularly concerned with the fact that students were overworked at school, that grammars were full of useless (and at times wrong) rules, and that phonetics failed to teach how real speech sounded at the time:

> [t]he pronunciation of English and French taught in our schools is gruesome. [...] It seems we need no further evidence to show that learners fail to grasp that contemporary speech is no more than an isolated moment in the ongoing process of phonetic change, and never attain any real understanding of the spoken language as it really is. (Viëtor in Howatt 1984: 349-350).

Further, Viëtor criticized the way in which grammar was presented to students:

> Well, language teaching methods at present are not much better than the Donatus approach. Their principal aim is to teach the contents of the school grammar book and a necessary fund of vocabulary. To discover how one sets about this task, one only has to look at the textbooks themselves. A list of grammatical rules is apportioned to each 'lesson' or 'chapter'. Practice sentences follow, first in the foreign language, then in German. The relevant vocabulary is given at the foot of the text, with or without reference numbers, or, more usually, lodged in an appendix. This means it has to be learnt by heart. (Viëtor in Howatt 1984: 355)

All of this, Viëtor maintained by citing Günther, was accompanied with absurd sentences presented in the grammars. Viëtor thus called for a reform that would rely on a number of amendments to the old way of teaching foreign languages, mainly by introducing oral practice in the foreign language in class, as well as connected texts to replace isolated sentences. This, however, did not imply the exclusion of translation, but its modification:

> In the class the teacher should read a short text aloud slowly, clearly, and as often as required. The pupils should listen with their books closed. The teacher should gloss any new words which cannot be made clear from the context, but he should leave the class to compete with suggestions for a complete translation under his guidance. [...] I also agree completely with those who, unlike Kühn, condemn the practice of translating connected German texts into the foreign language. (Viëtor in Howatt 1984: 360-361)

So now translation was approached orally. In fact, orality was the first of the three fundamental principles of the Reform Movement: "the primacy of speech, the centrality of the connected text as the kernel of the teaching-learning process and the absolute priority of an oral classroom methodology" (Howatt 2004: 171). The primary purpose of the movement was to approach language teaching from a completely different angle, which was "in many ways a valid reaction against pedagogic excesses" of the past (Cook 2010: 5). Simplicity was the buzz word that emanated from the need to teach quickly and effectively, often to learners who were not particularly literate, or who traveled a lot. This implied a reduction in the use of translation, but it never meant the complete outlawing of it. For example, Henry Sweet (1845-1912) in his *The Practical Study of Languages* (1899/1900) defended the role of translation:

> We translate the foreign words and phrases into our language simply because this is the most convenient and at the same time the most efficient guide to their meaning. (Sweet 1899/1900: 202)

Sweet states that the abuse of grammars and dictionaries led to the adoption of the "natural method", which imitated the way in which children learn their first language. He then admits that children differ radically from foreign-language

learners, who proceed from their first language when learning a new one. Adults, Sweet maintains, have a different advantage as compared to an infant, that of "the power of analysis and generalization – in short, the power of using a grammar and dictionary" (Sweet 1899/1900: 76). Sweet goes on to explain that eliminating translation from foreign-language teaching classes will not lead to the disappearance of cross-associations between the first language and the foreign language: rather, these are independent of translation (Sweet 1899/1900: 198). In the final pages of his *The Practical Study of Languages*, Sweet discusses the two directions in which translations can be done: into the foreign language and out of it. It is precisely here that he defends the idea that translation has to be "communicative":

> [T]ranslation from one language into another ought to imply as a matter of course that what is translated has a meaning [...] it is necessary that they [sentences] should express something useful, something worth saying, even if it were a trivial dialogue between a traveller and a waiter at a restaurant. (Sweet 1899/1900: 204-205)

As can be seen in these lines, the focus on meaning was of importance long before the advent of Communicative Approach in the second half of the twentieth century.

It was not until the arrival of the Natural Method – known under a variety of names, including "Direct Method" (Howatt 1984: 192) – at the end of the nineteenth century that translation was openly outlawed from classroom settings. The Natural Method was founded on the premise that language learning is not a rational, but rather a natural process where interaction is at the heart of all learning. The Direct Method probably originated in Felix Francke's pamphlet *Die praktische Spracherlernung, auf Grund der Psychologie der Sprache dargestellt* [Practical language learning, on the basis of the psychology of language] (Francke 1884), in which "the perceived aim is for the learner to associate the L2 utterance directly with the concept or action, rather than go from L2 to L1 and then to the concept or action" (Pym 2016: 15).

Among the pioneers of this method were Gottlieb Heness and then Lambert Sauveur, both of whom promulgated the belief that language learning had to take place without recourse to grammar and dictionary. This was openly stated in Sauveur's *Causeries avec mes élèves* [Chats with my students] (Sauveur 1874/1875:

6): "Le livre est neuf et original: comme mes leçons, il enseigne la langue sans grammaire ni dictionnaire; comme elles aussi, il parle français dès la première heure et ne prononce pas un mot d'anglais" [This book is new and original: like my lessons, it teaches French without grammar or dictionary; also like my lessons, the book speaks French from the start and does not utter a word of English].

The man that would openly ban translation and L1 from the language classrooms was Maximilian Berlitz (1852-1921), who was a young immigrant of German origin in America. He set up a worldwide web of schools, making a fortune out of his business. Berlitz was successful in commercializing the method, which he claims to have invented by himself, but it is more likely that he borrowed it from Heness and Sauveur (Malmkjær 1998: 4). Berlitz himself did not use the term "Direct Method" (Howatt 1984: 207): instead he referred to his method boastfully as the "Berlitz Method", which claimed to have the following characteristics:

> 1. *Direct* association of Perception and Thought with the Foreign Speech and Sound
> 2. Constant and exclusive use of the Foreign Language. (Berlitz 1880/1916: 3 emphasis mine).

The Berlitz schools were known for the impeccable coordination of their courses: learners could travel to a different country and still continue the course where they had left it. Its main feature with regard to translation was that translation was missing altogether: "In the Berlitz Method, translation as a means of acquiring a foreign language is entirely abandoned" (Berlitz 1880/1916: 3). In his *Method for Teaching Modern Languages: English Part* (1880/1916), Berlitz gives three reasons for his dislike of translation: first, he argues that translation uselessly takes up time that could be more successfully invested in the foreign language itself; second, he maintains that translation causes interference from the learner's mother tongue in the foreign language; and last, he argues there are no absolute equivalents between languages, hence learning through translation may result in a faulty knowledge of the foreign language.

These were exactly the arguments that were quite well rehearsed by the opponents of translation and used against it many years after Berlitz wrote those lines.

However, one should keep in mind when and why the arguments were produced. The Berlitz School was a global business, and as such it functioned better without added difficulties such as individualized translation exercises into all the languages where his forty-five schools were established. Such exercises would no doubt prevent Berlitz from following his "go wherever you please and pick up your course where you have left it" methodology.

The official story of how Berlitz reached the decision to outlaw translation (as opposed to the version that he borrowed it from Heness and Sauveur) tells us that it was the success of Berlitz's foreign-language teaching assistant Joly's monolingual classes that enlightened him to devise the new method (Howatt 1984: 204; Siefert 2013: 189). According to this story, when Berlitz opened his first school in Providence, Rhode Island, in 1878, he hired Nicholas Joly, a young Frenchman, to teach French classes. Immediately afterwards Berlitz fell ill and was forced to leave Joly in charge of the school and the teaching. After several weeks when Berlitz returned to the school, he was surprised to find out that Joly's monolingual classes had been a great success (Berlitz apparently did not know that Joly was unable to utter a word in English). This story culminated in the "invention" of the new method: "After putting into practice the new technique and observing that it was effective in the long run, Berlitz developed a language teaching system that is still at the base of the renowned Berlitz courses."(The Berlitz Corporation Webpage: 2016).

Be that as it may, in his *Method for Teaching Modern Languages,* Berlitz openly criticizes Grammar Translation:

> He [a Berlitz student] learns with little trouble and in a comparatively short time to speak the foreign language fluently, whilst the student at school, in spite of his wearisome work *with grammar and translation exercises*, vainly strives for years to obtain the same result. (Berlitz 1880/1916: 4, italics mine)

This is the point where translation seems to have been condemned to a marginal existence in foreign language teaching for many years to come, at least in the Western tradition.

A parallel, Eastern tradition of foreign-language teaching (mainly in the USSR and then the People's Republic of China) tells a different story. In the USSR, foreign-language teaching was a political matter: in a special letter issued by the People's

Commissariat in 1941, specific instructions were given to teach reading and not spoken competence in foreign languages (Mirolyubov 2002: 145). The complicated international relations in the times of World Wars, paired with prejudice against the bourgeoisie (the refined "literates") and a lack of teacher resources, were posing a real problem in terms of foreign-language teaching, hence the requirement to learn the *structure* of the language rather than to attain any form of spoken competence. Grammar Translation based methodologies survived in the USSR until as late as the 1980s (Shelestiuk 2013: 77-78), while in China Grammar Translation was conserved until the last decade of the twentieth century, initially influenced by the textbooks printed in the USSR under the Communist rule (Adamson and Morris 1996: 39).

Back in the Western tradition, Skinner's (1957) behaviorist principle was gathering momentum in the United States in the late 1950s and gave even more impetus to the monolingual teaching of foreign languages. Teaching was no longer founded on lay beliefs of why the mother tongue should be banned in teaching foreign languages, as was the case with Berlitz and his predecessors, but was backed up by lengthy psychologically-based theoretical considerations. Behaviorism maintained that language learning was a consequence of habit formation: language acquisition takes place through imitation, practice and reinforcement. Fries (1945) and later Lado (1957) reflected on the role of language transfer: "those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult" (Lado 1957: 2). This, of course, echoed the Contrastive Analysis Hypothesis, which presupposed that where L1 and L2 diverged, then the errors were due to L1 interference, creating *negative* transfer (Nunan 1996: 350, emphasis mine). But it seems that transfer was not seen as being "negative" by everyone: around the same period, linguist Uriel Weinreich published his *Languages in Contact* (1953), a surprisingly modern publication for the period in which it was embedded. In it, although Weinreich did not specifically address the question of interference in relation to second language acquisition, he regarded negative transfer (or, as he termed it, interference) as more interesting than positive transfer (Odlin 2003: 438). This left the door open for further reappraisal of translation in foreign-language teaching.

The Contrastive Analysis Hypothesis posited that L1 was detrimental to language learning, while translation somehow still managed to sneak into the

classrooms. While the next major method, the Audiolingual Method, relied on the behaviorist principle and was based on mimicry, memorization and drills, explicitly denying any use of L1 in class, it made extra-official use of L1 and translation to mediate the foreign language (Cook 2010: 24). So too would many of the methods yet to come.

2.2. Translation in foreign-language teaching from the mid-twentieth century to the present

The Communicative Approach (or Communicative Language Teaching), the next big step in Applied Linguistics in the West, had a profound impact on the way languages were (and still are) taught. The Communicative Approach emerged during the 1970s and the early 1980s as a pedagogy that advocated real and meaningful communication derived from the learners' immediate needs. The Communicative Approach relied on the belief that someone who is learning a foreign language should necessarily know how to use that language in social interactions to achieve successful communication (Cook 2003: 36). In foreign-language teaching, now the focus was on meaning rather than on form.

The name of the approach has its own particular history. The word "communicative" was derived from Dell Hymes's concept of "communicative competence" presented in 1966 at a conference at the Yeshiva University (Howatt 1984: 271), which in its turn came from Chomsky's "competence" (the speaker-hearer's knowledge of the language) as opposed to "performance" (the use of that language). What Hymes reacted against was Chomsky's definition of an "ideal speaker-listener":

> Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965: 3)

From Chomsky's perspective, linguistic competence is an inherent knowledge that can only be deduced through the observation of the (ideal) speaker-listener's performance. Hymes reacts against this view:

> Such a theory of competence posits ideal objects in abstraction from sociocultural features that might enter into their description. Acquisition of competence is also seen as essentially independent of sociocultural features, requiring only suitable speech in the environment of the child to develop. The theory of performance is the one sector that might have a specific sociocultural content; but while equated with a theory of language use, it is essentially concerned with psychological by-products of the analysis of grammar, not, say, with social interaction. (Hymes 1979: 7)

Thus, when Hymes added the word "communicative" to "competence", what he aimed at was to underline its social dimension and contradict Chomsky's original idea. In Hymes's definition, communicative competence would rely on four basic premises: possibility, feasibility, appropriateness, and occurrence. The idea of "communicative competence" was taken up quite unanimously in the United Kingdom and the US in the 1970s, and became the catch phrase of the new approach to foreign-language teaching (see Howatt 1984: 271-272). Later, Canale and Swain (1980: 6) used the term "communicative competence" to refer to the relationship and interaction between grammatical competence and sociolinguistic competence. They also highlighted that "if a communicative approach to second language teaching is adopted, then principles of syllabus design *must integrate* aspects of both grammatical competence and sociolinguistic competence" (Canale and Swain 1980: 6, emphasis as in the original).

The main influence of the communicative approach, we are told, was on teaching English as a foreign language (Cook 2003: 43). One of the fathers of the Communicative Approach was David Wilkins, who in his paper "The Linguistic and Situational Content of the Common Core in a Unit/Credit System" (1973) particularly criticizes the fact that all the previous methods (including Grammar Translation) relied on grammatical units organized according to pedagogical considerations. Thus, he shifts the attention from grammar-based teaching to situational and notional teaching. In his notional syllabus design, Wilkins differentiates between "semantico-

grammatical categories", including Time, Quantity, Space, Matter, Case, and Deixis, and "categories of communicative function", including Modality, Moral evaluation and discipline, Suasion, Argument, Rational enquiry and exposition, Personal emotions, Emotional relations, and Interpersonal relations (Wilkins 1973: 8-11). At the core of Wilkins' syllabus design was the argument that instead of teaching students the whole grammar system of a language, foreign-language classes should be organized in such a way that learners can go directly to the content that interests them. Wilkins particularly highlights the communicative nature of foreign-language learning.

Two of the groundbreaking publications of the period were Pit Corder's "The Significance of Learners' Errors" (1967) and Larry Selinker's "Interlanguage" (1972), both of which centered their attention on learning rather than on teaching. Moreover, the focus was on the process rather than on the end product of learning, which was "one of the great developments associated with the communicative approach" (Morrow 1993/2002: 62). With regard to learners' L1, Corder (1967) theorizes that second-language learners' errors are important in that they may evidence whether there is a *built-in syllabus*, or a specific order, through which learners advance towards the L2. In this light, errors are seen as evidence of learners' hypothesis testing with regard to their L2:

> [T]he only hypotheses he needs to test are: 'are the systems of the new language the same or different from those of the language I know?' 'And if different, what is their nature?' Evidence for this is that a large number, but by no means all, of his errors, are related to the systems of his mother tongue. These are ascribed to interference from the habits of the mother-tongue, as it is sometimes expressed. In the light of the new hypotheses they are best not regarded as the persistence of old habits, but rather as signs that the learner is investigating the systems of the new language. (Corder 1967: 168)

According to this view, L1-induced errors are just a developmental stage and will happen whether or not translation is used.

Selinker's "Interlanguage" (1972) put under the spotlight learners' errors as dynamic evidence of how foreign languages were learned, as opposed to the Contrastive Analysis Hypothesis, which tried to contrast languages in search of

predictable errors (Ortega in Simpson 2011: 172). Selinker assumes that language learners whose L2 differs from that of a native speaker have a separate linguistic system called an "interlanguage", and that there are five key processes of second-language learning, one of them being language transfer (Selinker 1972: 215). This approach to understanding L1-induced "errors" surely make L1 influence seem less threatening, and indeed, natural.

Stephen Krashen's theories on acquisition and learning added credibility to the use of L1 in classroom settings. In his Input Hypothesis, he traces a clear line between "learning" (formal) and "acquisition" (natural). Krashen argues that acquisition happens when input is just one step above acquierers' (as he calls them) current competence, represented by the so-called *i + 1* formula, where *i* is understood as the current competence of the acquierer and *1* as the level he or she moves on to in a natural order of acquisition (Krashen 1982: 21). Krashen argues that acquierers will fall back on their L1 rules if there is insufficient *i + 1* knowledge of L2 rules. In this case, L1 and L2 rules may be different, and if L1 rules govern an acquierer's output, then it is not considered interference but insufficient knowledge, or as he terms it, "ignorance" (Krashen 1982: 27). Further, Krashen outlines the advantages of falling back on L1 as a way of keeping the acquierer's conversation active:

> One obvious advantage is that the use of an L1 rule allows the performer to "outperform his competence", to meet a practical need in L2 communication before he has acquired the relevant *i + 1* rule. When the L1 rule used is identical to a rule in the L2 ("positive transfer"), the performer seems to have got something for free. Even if the L1 rule is not the same as the L2 rule, one could argue that the performer still comes out ahead, as, quite often, he can still communicate his point despite the incorrect form.
>
> Another advantage is that the early production allowed by the use of L1 rules also helps to invite input – it allows the performer to participate more in conversation, and this could mean more comprehensible input and thus more second language acquisition. (Krashen 1982: 27-28)

Elsewhere Krashen highlights the negative effect of L1, as when L1 rules do not necessarily substitute L2 rules, since there is no evidence that acquisition, and not sheer substitution, has taken place.

It would be wrong to say that the Communicative Approach was completely against the use of the L1 and translation in classrooms. Henry Widdowson, one of the most prominent figures in Applied Linguistics, in fact was looking for the right way of using translation in class. In his *Teaching Language as Communication* (1978: 3), Widdowson differentiates between language *usage* and *use*. This simple distinction, as he himself points out, is reminiscent of Saussure's *langue* and *parole* and Chomsky's *competence* and *performance*. For Widdowson, *usage* is just "one aspect of performance, that aspect which makes evident the extent to which the language user demonstrates his knowledge of linguistic rules", while *use,* another aspect of performance, refers to a learner's ability "to use his knowledge of linguistic rules for effective communication" (Widdowson 1978: 3). With regard to translation in language teaching, Widdowson maintains that translation activities are undesirable when they imply usage; but if they imply use, then they will help the learner to use language communicatively:

> [M]any teachers [...] would say that the use of the mother tongue distracts the learner's attention from the ways in which the foreign language expresses meaning. I think that this may indeed be true when the translation involves relating two languages word for word or sentence for sentence: that is to say, where the translation operates at the level of usage. But in the case of the approach that is being proposed, translation would not operate at this level but at the level of use. That is to say, the learner would recognize that acts of communication, like identification, description, instruction, and so on, are expressed in the foreign language in one way and in his own language in another. (Widdowson 1978: 18)

Indeed, it looks like Widdowson was a strong defender of translation:

> What we are aiming to do is to make the learner conceive of the foreign language in the same way as a *communicative activity*. This being so, it would seem reasonable to draw upon the learner's knowledge of how his own

> language is used to communicate. This is to say, it would seem reasonable to make use of translation. (Widdowson 1978: 159, emphasis mine)

Also, Finocchiaro and Brumfit (1983: 92) claim that in the Communicative Approach "[j]udicious use of native language is accepted where feasible", and "[t]ranslation may be used where students need or benefit from it". This sounds like leaving the door ajar for further experimentation with translation and the L1 in the classroom. As early as in 1985, Titford branded translation a "post-communicative activity", in that it makes use of communicative skills previously acquired by advanced learners:

> In my use of the "post-communicative" I conceive of the term both as referring to a third stage of a teaching programme, and as describing an activity appropriate only with a third "level of learner" – the advanced learner. With this level of learner, and at this stage in the teaching programme, translation consolidates what has been learnt in previous stages of (monolingual) activities by facilitating retention of what has already been encountered through reference to L1 communicative norms […]. (Titford 1985: 75).

Another publication that set translation in motion in foreign-language classrooms was Alan Duff's resource book for teachers *Translation* (1989). In the preface to this book, Alan Maley, who at the time was Director-General of the Bell Educational Trust in Cambridge, posed the following question:

> Only recently, as the communicative movement has begun to run short of ideas, has there been a resurgence of interest in traditional practices such as translation. Could it be that it serves some useful purpose after all? Could it be renovated, reinterpreted, humanized, *made communicative?* (Maley in Duff 1989: 3, emphasis mine)

Stern (1993) was also trying to make the case for translation by suggesting a crosslingual strategy for teaching:

> During the last decade or two [the role of L1 in L2 teaching] has hardly been an active area of debate. For many teachers, the crosslingual strategy is no

> longer considered a point of discussion; in theory language teaching today is entirely intralingual. (Stern 1993: 279)

Stern then proposes activities called "crosslingual mediation" into both L1 and L2, as well as comparative and contrastive techniques (Stern 1993: 294-298).

In the 1990s there were at least two publications in Spain that stood up in defense of translation in foreign language teaching: Patrick Zabalbeascoa Terran's "Aplicaciones de la traducción a la enseñanza de lenguas extranjeras" [Use of translation in the teaching of foreign languages] (1990) and Luis Pegenaute's "La traducción como herramienta didáctica" [Translation as a didactic tool] (1996). Zabalbeascoa Terran claims that the use of translation in language teaching tends to be advocated by scholars in Translation Studies or people who have had some formal instruction in the field, and that it is hardly ever called for by theorists in Applied Linguistics (Zabalbeascoa Terran 1990: 75–76). Zabalbeascoa Terran lists all the arguments against translation and addresses them to show that translation does in fact have a place in foreign-language teaching. Moreover, for him, translation and language learning are closely interconnected (Zabalbeascoa Terran 1990: 77), although he still differentiates between translation pedagogy and pedagogical translation. Pegenaute, in the same fashion, distinguishes between translation as an end (professional translation) and translation as a means (translation for teaching and learning of foreign languages) (Pegenaute 1996: 108). The divide between the teaching of translation as a language-learning tool and as a professional activity was later criticized as a lack of dialogue (Carreres 2006; Carreres and Noriega Sánchez: 2013). Pegenaute particularly highlights the communicative nature of translation, in that it invites learners to participate actively and generates debate and discussion (Pegenaute 1996: 115).

David Nunan is yet another big name in the industry of English-language teaching. Nunan has no doubt put his share of knowledge into the profession, more notably about how foreign languages should be taught. Although his books are embedded in the Communicative Approach, he also has defended the role of judiciously-used translation: "It has been argued that judicious use of the first language can greatly facilitate the management of the learning process, particularly

where grammatical and lexical explanations are concerned" (Nunan and Lamb 1996: 99).

The term "mediation" was used in reference to translation (similar to Stern's use of "crosslingual mediation") in the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe 2001). Perhaps for the first time, translation appeared in an official document aimed at promoting language learning in a multilingual and multicultural Europe. The document particularly highlights the importance of plurilingualism:

> The plurilingual approach emphasises the fact that as an individual person's experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. For instance, partners may switch from one language or dialect to another [...] Those with some knowledge [of a language], even slight, may use it to help those with none to communicate by *mediating* between individuals with no common language. (ibid.: 4 emphasis mine)

According to the CEFR, communicative language competence is manifested by four modes of language activity: reception, production, interaction and *mediation*, this last activity including translation and interpreting, which are considered important for communication: "Mediating language activities – (re)processing an existing text – occupy an important place in the normal linguistic functioning of our societies" (Council of Europe 2001: 14). The CEFR then presents a few mediating activities, divided into "oral mediation" and "written mediation", which will be presented in the chapter on the literature review.

In 2004, Al-Kufaishi published an article with the title "Translation as a Learning and Teaching Strategy", where he presented the multiple applications translation may have in a foreign language classroom. Al-Kufaishi highlights the following applications of translation in foreign language teaching: 1) translation can be an interlingual, interactive, communicative and cognitive activity; 2) it is a macro-

skill that subsumes a number of micro-skills; 3) it is a meaningful task-based exercise, a problem-solving exercise that helps develop the learners' data processing capabilities; 4) it is a meaningful communicative context for presenting and practicing language forms and lexical items; 5) it is a means for highlighting interlingual structural differences; and 6) it is a medium for teaching thematic meaning. Al-Kufaishi defines translation as "an interlingual communicative activity" (Al-Kufaishi 2004: 45). Further, "[t]ranslation is a meaning-focused activity since it preoccupies learners with meaning and with the mental processes of analysis and synthesis, and furnishes opportunities for communicative language use" (Al-Kufaishi 2004: 50).

In her book *Translation* (2009), Juliane House defends the use of translation in the foreign-language classroom, underlining its communicative nature. House points out that for a translation to be a communicative activity it has to be "embedded in (simulated) communicative situations relevant to learners" (House 2009: 65). House also proposes some sample communicative translation activities.

More recently, translation has been related to translanguaging, both of which have been defined as "pervasive, interrelated phenomena in multilingual and multicultural societies" (Laviosa 2015: 1). Further, translanguaging has been defined as "[t]he ability of multilingual speakers to shuffle between languages that form their repertoire as an integrated system" (Canagarajah 2011: 403). Translation has been said to invite students to translanguage in education contexts where translation in other learning contexts (TOLC) is used (Corcoll López and González-Davies 2016).

2.3. Translation as an independent field of study

John Catford, a prominent linguist of the 20th century, reflected on the role of translation in language teaching in his preface to *A Linguistic Theory of Translation*:

> Language-teachers, in particular, may find the book of interest. The extent to which translation can be used in language-teaching is an issue of great concern to teachers, and it is one which cannot be fruitfully discussed without the support of some theory about what translation is, about the nature of translation equivalence, the difference between translation equivalence and formal correspondence, the levels of language at which translations may be

> performed and so on. The chief defect of the now almost universally condemned 'Grammar Translation Method' was that it used bad grammar and bad translation—translation is not a dangerous technique in itself provided its nature is understood, and its use is carefully controlled: and translation is in itself a valuable skill to be imparted to students. (Catford 1965: viii)

Thus, prior to the establishment of the field of Translation Studies, the role of translation in foreign-language teaching was studied from within the discipline of Linguistics. However, there was a need to establish an academic discipline that would occupy itself with the study of the issues related to the theory, description, and application of translation.

It is in this precise time in history that translation was being crystallized into a new and separate field of study. James Holmes's article "The Name and Nature of Translation Studies" (1972/2000) marked the beginning of a new era for translation as a new academic discipline. Holmes (1972/2000) divided Translation Studies, like any other discipline, into three branches: Theoretical, Descriptive, and Applied. Translation in foreign-language teaching was then situated in the branch of Applied Translation Studies. Holmes acknowledges that "translating has been used for centuries as a technique in foreign-language teaching and a test of foreign-language acquisition" (Holmes 1972/2000: 181). He then divides the teaching of translation into translation in foreign-language teaching and translation in translator training. Holmes adds yet another area to Applied Translation Studies:

> A third area of applied translation studies is that of translation policy. The task of the translation scholar in this area is to render informed advice to others in defining the place and role of translators, translating, and translations at large: such questions, for instance, as determining […] what part translating should play in the teaching and learning of foreign languages. (Holmes 1972/2000: 182, emphasis original)

What Holmes is saying, in fact, is that research has to be done in this area, although he does not detail *who* has to do it. He further claims that "priority should be given to extensive and rigorous research to assess the efficacy of translating as a technique and testing method in language learning" (Holmes 1972/2000: 182).

Holmes's article was one of the groundbreaking publications of the period that set in place the new discipline of Translation Studies. However, it seems that some of the original areas of Holmes's division of Translation Studies were better remembered than others. Much later, when Toury (1995/2012) drew what he called "Holmes's '*basic*' Map" (emphasis mine), Holmes's divisions of "translation in foreign-language teaching and learning" and "translation policy" disappeared without a trace. Curiously enough, Toury does include Holmes's "translator training". Probably Toury was simply trying to push away from Translation Studies anything that could remotely smack of Applied Linguistics, to further secure the status of Translation Studies as an independent discipline. With respect to translation policy, although Toury mentions in passing both teachers and policy-makers, he includes neither of them in his "Applied extensions", as he renames Holmes's subdivision of Applied Translation Studies (Toury 1995/2012: 12). Chances are he did not even think of it as being a relevant part of Applied Translation Studies.

The consequences of Toury's representation of Holmes's division of Translation Studies might have further deepened the disregard for translation in foreign-language teaching and learning. As Pym rightly points out, "[m]aps are peculiar instruments of power. They tend to make you look in certain directions; they make you overlook other directions" (Pym 1998: 3). I would add that maps are more readily remembered because they provide a visual representation of what is otherwise stated in a text, which could explain the success of Toury's map, and not what Holmes was actually pointing at. Whichever the case, Holmes's concerns about the role of translation in foreign-language teaching passed mostly unnoticed.

After the establishment of Translation Studies, translation in foreign-language teaching would be studied both from this newly founded discipline and the older one, Applied Linguistics.

Let us now consider all each of these separately and with due attention.

3. Literature review

Holmes's 1972 article called for research on the role of translation in foreign-language teaching. However, it seems that this endeavor was not undertaken until much later: almost four decades after Holmes's call, Cook (2010) was still making the case for translation in foreign-language teaching and learning. More probably, renewed interest in translation as a pedagogical tool was a consequence of diminishing imagination in the creation of teaching techniques (Maley in Duff 1989: 3). Empirical research, both quantitative and qualitative, was prompted from the late 1980s onwards, which could scientifically assess the role of translation in a foreign-language class. At first, studies were few and far between, mainly focusing on processes and strategies that L2 learners and professional translators employed when translating, not so much on the effect of translation on foreign language accuracy (Källkvist in Malmkjær 2004: 164). Some of the studies focused on ways to use translation communicatively, mostly with no significant data analysis (e.g. Tudor 1987a). Theoretical pronouncements were then complemented with empirical studies investigating both the effects of translation in language classrooms and the beliefs held by students and teachers regarding the presence of translation as a foreign-language teaching tool.

Research on the role of translation as a didactic tool can be divided into three broad areas:

1. Theoretical considerations on the role of translation in foreign-language teaching;
2. Empirical studies on the role of translation in foreign-language teaching; and
3. Proposals of didactic materials including translation for teaching a foreign language (Laviosa 2014)

Having already seen the theoretical considerations in the chapter on the historical background, this chapter deals with the didactic proposals and the empirical studies that try to situate translation and L1 use in foreign-language teaching and

learning. The chapter is divided into three main subchapters: 3.1 Didactic proposals; 3.2 Research on classroom activities; and 3.3 Surveys.

3.1. Didactic proposals

Paradoxically, it was during the rise of the Communicative Approach that translation as a didactic tool in foreign-language teaching started to gain attention. It can be argued that during this period the academic community adopted two conflicting stances with regard to translation: those who envisioned the Communicative Approach as some kind of continuation of the Direct Method, where translation had no place in foreign-language teaching since it was envisioned as a non-authentic activity, and those who saw an inherent value in translation as a communicative tool and a real-life activity. It was this last group of educators and researchers who put forward concrete didactic proposals of how translation can be successfully integrated into a foreign-language classroom.

Juliane House, a German linguist and translation scholar, discussed the role of translation in foreign-language teaching some fifty years ago. In her book *A Model for Translation Quality Assessment* (1977), House presented the controversies that surrounded the use of translation in a foreign-language classroom as early as in the 1960s. After a thorough review of those heated debates, House suggested that the reason why they were still far from settling was because the nature of translation from the theoretical point of view was not well understood, neither by those who defended it nor those who were against, and that this led to using translation as a means of drilling and testing language, whereas it should focus on situational meanings, that is, be used more communicatively:

> We believe that, if translation is carried out as an exercise in establishing pragmatic equivalences by relating linguistic forms to their communicative functions as utterances, it may fulfill a useful, contributory role in achieving the objective of communicative competence. (House 1977: 228)

House then sets out to present alternative uses of translation as a pedagogical tool in foreign-language teaching. In doing so, she specifically stresses the importance of connected texts rather than single sentences devoid of any context, in the best

"communicative approach" fashion. House suggests that the potential of translation as a foreign-language teaching tool could be better made use of as a way of comparing cultural phenomena in the source and target languages, as a means of creative production, evaluation and changing of individual situational dimensions in the source text and/or the target text. House especially advises using translation with students who have already achieved high proficiency in the foreign language. She proposes detailed activities, involving both oral and written translation of ready-made source texts followed by a whole-group class discussion of errors, and also activities involving production of source texts that will be later translated into the language being learned.

Ian Tudor, in his article "Guidelines For The Communicative Use Of Translation" (1987b), took up Widdowson's (1978) concepts of "use" and "usage" and argued that what matters is not the tool that is used, but the *way* it is used. Tudor argues that translation is suitable as a foreign-language teaching activity in higher education because students at this level have not only sufficient command of the language they are learning but also metalinguistic awareness, which permits them to discuss that language (Tudor 1987b: 366). Tudor also highlights the fact that such activities can help to prepare students for possible real-life translation tasks, hence the necessity to have authentic materials as the basis of those activities. He goes on to propose six guidelines for using communicative translation activities in class: 1) Use authentic material; 2) Don't translate in a communicative vacuum; 3) Translate for an audience; 4) Use a variety of materials; 5) Deal with linguistic difficulties on an ad hoc basis; and 6) Vary translation tasks (Tudor 1987b: 367–370).

These guidelines were no doubt a good starting point for translation to enter classrooms in a more systematized manner. Alan Duff's *Translation* (1989) would go one step further and present a quite complete resource book for teachers. The book contains five sections: 1) Context and register; 2) Word order and reference; 3) Time: tense, mood, and aspect; 4) Concepts and notions; and 5) Idiom: from one culture to another. This extensive list of areas is impressive, somewhat similar to Wilkins's (1973) notional-functional syllabus in that it approaches language from different angles and always according to the needs of the learner. What is more intriguing here is that Duff presents his exercises in English, claiming that these are for students whose mother tongue is other than English. Had he found the way to commercialize a

translation book without going into each and every possible language of his potential buyers? Perhaps not, since there was only one edition of his book. Duff was followed by Alan Maley's *Learner-Based Teaching* (1992), which included some ten translation activities for all levels (elementary to advanced). Maley advocated the use of translation "as a way of identifying gaps in the learners' knowledge of the target language" (1992: 75) and also in order for the learner "to be made aware of the source of some mistakes made when students translate literally from the native language" (ibid).

Zohrevandi (1992) proposes a series of translation activities embedded in the communicative language teaching. Of particular interest are two activities: "Exploring grammar", where contrastive analysis serves to trace similarities and differences between the foreign language under study and students' L1; and "Listening comprehension and speaking", where students are instructed to engage in dialogues.

Stern (1993) considers mediating to be an integral part of language proficiency, by placing it in the crosslingual skills subset in his language proficiency scheme. What he means by mediating is both translating (graphic mode) and interpreting (audiolingual mode). Stern highlights the importance of crosslingual skills, or mediating in the following way:

> To be able to relate the source language and the target language to one another is valuable and in many circumstances unavoidable. It is furthermore desirable to be able to mediate between native speakers of different languages. (Stern 1993: 76)

Stern goes on to propose a classification of crosslingual teaching strategies, namely 1) mediating from L2 to L1; 2) mediating from L1 to L2; 3) comparative and contrastive techniques; and 4) using L1 as a medium of communication and instruction in the L2 class (Stern 1993: 293).

In 1998 Kirsten Malmkjær edited a volume under the title *Translation and Language Teaching: Language Teaching and Translation.* As Malmkjær points out in the introduction, the purpose of the volume is 1) to pose the question of how to better employ translation as a methodology in language classes; 2) to discuss language teaching for translator training; and 3) to address the relationship between translation and language teaching, since these two are closely intertwined (Malmkjær 1998: 1-2).

Malmkjær sees the two fields as being interconnected rather than separate. She also argues that "it is impossible to produce an acceptable translation unless a good deal of reading, writing, speaking and listening has taken place", and further "far from being independent of the four skills […], translation is in fact dependent on and inclusive of them" (Malmkjær 1998: 8). However, she also points out that "translat*ing*" is a skill in itself, since "there is no good reason why the ability to move appropriately between languages should not be considered a natural language skill in its own right" (ibid). So Malmkjær presents two complementary views on the nature of translation: a skill dependent on the four traditional language skills, and a skill in its own right. As I see it, Malmkjær tries to unite all the debates about translation in the one publication. Her volume nevertheless includes four articles that deal directly with the question of translation in foreign-language classes.

One of those articles, Stibbard's "Principled Use of Oral Translation in FLT", tackles the question of interpreting between Cantonese and English. Stibbard (1998) argues that Hong Kong Cantonese is marked by frequent code-switching and code-mixing with English, and since abolishing these practices from classrooms is not productive, and indeed, not feasible, it is better to come to terms with the idea that learning the foreign language will happen through the semantic filter of the mother tongue. Stibbard thinks that instead of ignoring this, it is better to make explicit and principled use of translation. He then goes on to propose oral translation activities for a foreign language class, where there is "a clearly envisaged audience" (1998: 73). Further, he states that "[t]ranslation can be aimed at helping learners to develop communicative strategies, oral fluency and the skill of using the foreign language creatively" (1998: 74).

In 2001, translation and interpreting were officially included into the *Common European Framework of Reference for Languages*. The document stated that:

> Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies

> which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (Council of Europe 2001: 9)

Further, the document describes language activities as "involv[ing] the exercise of one's communicative language competence in a specific domain in processing (receptively and/or productively) one or more texts in order to carry out a task" (Council of Europe 2001: 10). Language activities are divided into reception, production, interaction and mediation. Here it is explicitly stated that "mediation" is understood as either written or oral mediation, including such activities as translation, interpretation, summarizing gist, and paraphrasing. All the aforementioned activities are recognized by the CEFR as manifestations of one's *communicative competence.* The CEFR goes beyond simple descriptions of what translation and interpretation are and offers possible exercises to be carried out in class:

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.

Written mediation:

- Exact translation (e.g. of contracts, legal and scientific texts, etc.);
- Literary translation (novels, drama, poetry, libretti, etc.);
- Summarizing gist (newspaper and magazine articles, etc.) within L2 or between L1 and L2;
- Paraphrasing (specialized texts for lay persons, etc.). (Council of Europe 2001: 87)

It is worth mentioning that this recommendation stands in sharp contrast with ACTFL recommendation that "language educators and their students use the target language as exclusively as possible (90% plus) at all levels of instruction during instructional time and, when feasible, beyond the classroom." (ACTFL 2010).

Prieto Arranz (2004) presented a classification of communicative translation-based activities for students on all levels (absolute beginners to advanced). Ordered in increasing difficulty, the activities range from very basic activities such as explanatory and literal translation to more complex forms, such as the translation of cultural aspects. The article covers many of the activities suggested in the *Common European Framework of Reference for Languages* (Council of Europe 2001), for example, paraphrasing and summarizing, so it looks like Prieto Arranz was trying to make the implementation of translation-based activities easier by suggesting a detailed description of these.

In the same year, Zaro Vera echoed the issue with his "El enfoque interlingüístico: traducción e interpretación en el aula de lengua extranjera" ["The interlinguistic approach: translation and interpreting in the foreign-language classroom] (2004). After a very instructive review of the history of pedagogical translation, Zaro Vera proposes quite a complete set of possible applications of translation as a communicative strategy, of particular interest to the present study being the last subset of activities: 1) community interpreting as a role-play, and 2) project work. He, as other academics, proposes interpreting activities where role-play is at the heart of the activity and consists of simulating everyday situations (a visit to a doctor, conversation with a tourist, etc.) with the presence of an interpreter. Zaro Vera points out that students can interpret either into the L1 or the L2, preferably with a written script prepared beforehand. Among the activities for project work are translations of comics or simple stories into the L1, comparison of translations by different students of the same text into the L1, or translation of touristic brochures into the L1.

Likewise, over the years González-Davies has reiterated the usefulness of translation as a foreign-language teaching tool, especially defending its communicative value. Particularly, in her *Multiple Voices in the Translation Classroom* (2004), where she presents numerous translation activities spread over more than 200 pages, she notes that the book is "addressed to translation trainers and

students, and also to foreign language teachers who wish to include translation activities in a communicative and interactive way in their classrooms" (González Davies 2004: 6).

In 2010, Guy Cook published *Translation in Language Teaching: An argument for reassessment.* As Cook himself points out, at the core of the book is the debate whether or not translation fosters language learning as compared to monolingual instruction (Cook 2010: xxii). Cook argues that instead of ferociously advocating translation in foreign-language teaching as "the" method, it is more productive to see it as a tool that gives a perspective different from that provided by monolingual education. Cook's book is divided into two major parts: History and Arguments. In the History part of the book, Cook presents a very thorough study of the evolution of language teaching methods, starting with the Grammar Translation Method and ending with more modern ones such as Task-Based Language Teaching and CLIL, and the degree to which translation was (or is) present in those methods. In his analysis of the main theories of English-language teaching, Cook divides the whole field of what would later be called Applied Linguistics into two major areas, or, as he calls them, revolutions: the first revolution coinciding with the shift from cross-lingual (i.e. Grammar Translation) to intralingual teaching (i.e. Direct Method); and the second one coinciding with the shift from form-focused to meaning-focused instruction (Cook 2010: 22). After defining the role of translation in modern times, Cook unfolds all the arguments (in the corresponding second part) in favor of a reassessment of translation in foreign-language teaching. His arguments are on three levels: evidence-based, educational, and pedagogical. In the chapter on evidence-based arguments, he particularly laments the lack of proper investigation of the role of translation in foreign-language teaching:

> The process by which scientific research first overturns popular wisdom, then revises it in the light of later research, can be seen very clearly in the history of attitudes to the relation of learners' own languages to new ones. But it is an unfinished history with a strangely abrupt ending. For just at the point when the trajectory of ideas should have led to investigation of the effects of TILT [Translation in Language Teaching], the scientific principle seems to have failed, and for some reason the research has not been done. In SLA [Second Language Acquisition] in particular, the notion that translation is not helpful

> to acquisition seems to have become so firmly established that it has hardly been investigated at all. (Cook 2010: 87-88)

In his chapter on pedagogical arguments, Cook presents some practical examples of how translation can be included in class syllabi. Particularly interesting is his assessment of translation as a truly communicative activity, in line with recent task-based methods. In describing a class activity involving speed translation for communicative purposes, Cook points out that

> such a use of translation has all the strengths and characteristics of the best communicative meaning-focused tasks, but with an extra dimension. And in the spirit of task-based teaching, it mimics real-world situations. (Cook 2010: 149)

In the same year, Leonardi (2010) published *The Role of Pedagogical Translation in Second Language Acquisition: From Theory to Practice*. Leonardi defends the importance of translation on the premise that it is a natural activity and that students cannot refrain from comparing the language under study to their mother tongue while learning a new language. Leonardi delves into both theoretical and practical considerations of how translation can be best employed in a foreign-language class. Of particular value is the last chapter of the book, where Leonardi gives a detailed description of practical translation activities where she contemplates translation as a support to practice the four skills – reading, writing, listening, and speaking, rather than a skill that has to be practiced on its own.

Sara Laviosa's *Translation and Language Education: Pedagogic approaches explored* (2014) continues in the same line as Cook. It also starts with a historical overview of how translation was eventually left outside the scope of SLA and Applied Linguistics. Laviosa also pins down the return of translation around the time when the Communicative Approach came into play. In the last chapters of her book, Laviosa presents two examples of classes carried out with translation.

More recently, Corcoll and González-Davies (2016) have advocated for the use of codeswitching and translation, described as "plurilingual learning strategies that favour communicative development" (Corcoll López and González-Davies 2016: 67), both of which they situate within the framework of translanguaging. The authors

present a rationale for an informed implementation of these two strategies in a foreign-language class, and describe five activities (two for codeswitching and three for translation) that can be successfully integrated in classes with different age groups and proficiencies in the foreign language.

Keeping all the activities proposed in mind, it becomes evident that implementing translation and L1-based activities in a foreign-language class does not require on the part of the teacher an exceedingly laborious effort: ready-made activities are available in plenty of publications.

3.2. Research on classroom activities

From a didactic point of view, translation activities and L1-use in a foreign-language class are different tools, although interrelated. The main difference between the two is that while translation activities are introduced into a class curriculum in a top-down manner by the instructor, L1 use and translation in a wider sense can sporadically manifest themselves on the part of both students and the instructor. Consequently, translation activities, unlike L1 use, require more preparation and planning. The main convergence, however, is that both rely on students' previous knowledge about how languages work.

It can be argued that the absence of early empirical studies on translation activities was due to the lack of interest in translation as a didactic tool for teaching foreign languages, while manifestations of students' L1 when learning a foreign language have enjoyed somewhat more attention in Applied Linguistics, particularly with the start of research into second-language acquisition in order to investigate learners' errors (Davies 2007: 84). Research into L1-use and translation as a foreign-language teaching tool can, and should, be mutually illuminating, particularly in light of some criticism on the "relative lack of epistemological traffic among Language Learning and Translation Studies as disciplines in their own right" in recent years (Tsagari and Floros 2013: vii).

In the following subsections, I set out to present the main studies both on translation as foreign-language teaching tool and on use of L1 in classroom settings.

3.1.1. Research on translation in a foreign-language class

Generally, there are two ways in which translation can be applied in a foreign-language classroom: translation to test learning outcomes in the foreign language, and translation as a didactic tool. Translation as a way of testing learning was harshly criticized because it was not clear what translation was supposed to measure exactly (Buck 1992: 124), but it seems that it can at least successfully measure comprehension of L2 texts. Translation for testing is still an area that needs further investigation, although Schjoldager (2004: 137) tells us that "most scholars tend to focus on translation as a testing tool and there are very few empirical studies which focus specifically on translation as a teaching tool".

In the 1970s, empirical studies to determine the value of translation as a pedagogical tool were few and far between. Although in the same decade House (1977) had called for more communicatively-oriented uses of translation in foreign-language classrooms, one study was reportedly carried out in the 1970s at the University of Colorado to compare two groups of learners, one taught in the traditional Grammar Translation Method, and the other in the audiolingual oral-immersion method. After several semesters of instruction, there was no noticeable difference between the performances of the two groups. Further, the only significant result was that "the audiolingual group was superior in the 'active' skill of speaking the foreign language, and the traditional group was superior in the 'active' skill of writing" (Hendrickx, 1972: 18, reported in Chan 2015).

Ian Tudor (1987a), picking up the idea of "communicativeness" of translation, carried out a qualitative study with a small group of adult learners of English for Specific Purposes (ESP) in Germany, where all the learners had German as their L1. In the experiment, two types of activities were introduced: oral presentation (with mother tongue input based on a specialized area of interest) and discussion of a journalistic text (with translation at the core of the activity). These activities were aimed at improving learners' spoken accuracy in their field of work, where initial thinking was done in German and English was used quite sporadically. Tudor argues that translation and L1 activities are useful when the foreign language under study, here English, is subordinate to the mother tongue, that is, when initial thinking happens in the learners' L1. Tudor notes that "[t]he basic contribution of the L1 input

in these activities was that it presented learners with very precise communicative goals for their L2 production, these goals being defined by the message and form of L1 input texts" (1987a: 271). Further, Tudor argues that where translation was involved, it created in students a feeling of "perceived resource gap" (1987a: 272), that is, the awareness that L2 input is needed, which in its turn created receptive attitude for the acquisition of new content. Although the paper presents no explicit quantitative data, it shows a possible application of translation in a foreign language class, that is, to extend knowledge in a particular field of professional activity. Tudor particularly underlines the communicative value of translation in the foreign-language classroom, and shows that it need not be associated with word-for-word translation of short texts.

Valdeón García (1995) called for a return to more traditional use of translation by recognizing that "more teachers become aware of the need of combining the ability to communicate with a more traditional approach which enables students to attain a good command of L2" (1995: 239). He reports on an analysis of translation as a valid and useful activity in a foreign-language class with advanced students. He presents a contrastive error analysis of the translation of three adapted literary texts from Spanish to English (264 translated texts in total): two extracts from novels and one from a short story. The analysis lists the most common mistakes with the number of occurrences. The translations of the two novel extracts had more or less similar mistakes, that is, semantic and syntactic mistakes, prepositions, and spelling, while the learners' mistakes in the translation of the short story were slightly different: as Valdeón García termed them, these were "formal mistakes" such as differences in spelling and formatting (figures and years), for example. Valdeón García reaches the conclusion that the L1 is inevitably part of learners' foreign-language learning process, and he gives some advice on how to incorporate translation into a foreign-language syllabus.

Kozminsky (1998) presents an empirical study carried out from 1992 to 1994 with 10th to 12th-grade Israeli high-school learners of English. The students took an English Language Translation Program (LTP) that focused on English-Hebrew translation. As Kozminsky points out, in this program "translation [was] not conceived of as an end in itself, but rather as a means of increasing language awareness and developing language competence" (1998: 3). The study tests two

hypotheses: 1. The translation program improved learners' metalinguistic awareness; 2. Learners' English language proficiency improved. In order to test the two hypotheses, Kozminsky investigated: 1) the differences in linguistic insights of L1 and L2, between students who had studied translation and students who had not done so; and 2) the differences in the standard achievements in English at the end of high school between those groups of students (Kozminsky, Weizman, and Horowitz 1998: 4). The pre-test and post-test assignments were gathered from a total of 40 students, of whom 16 were translation students and 24 non-translation (regular) students. The assignments were two passages, one in English (pre-test: 264 words; post-test: 286 words) and one in Hebrew (pre-test: 320 words; post-test: 323 words), where the students were asked to provide an explanation of a translation problem. Simultaneously, the students' academic success was monitored by collecting their grades in the 10^{th} grade to the 12^{th} grade. The results of the study showed that LTP did indeed improve translation students' metalinguistic awareness, as evidenced by their explanations of translation problems. Moreover, LTP students' scores in English examination were higher than those of regular students.

Defending the communicative nature of both translation and interpreting, Prieto Arranz (2002) investigated the applicability of liaison interpreting as a communicative activity in an EFL classroom with 11 fourth-year students in an English program at the University of Oviedo. Liaison interpreting is described as "any situation in which two or more people who do not speak each other's language manage to communicate thanks to a third person who does" (Niedzielski and Kummer 1989: 139, in Prieto Arranz 2002: 208). The lesson plan included a pre-experiment reading of a text that included relevant input for the liaison interpreting session, an in-class videotaped session of class interactions, and a post-experiment questionnaire on student satisfaction with the session. Prieto Arranz presents a qualitative study of various strategies of class interactions, ordered by frequency: 1) the cooperation principle; 2) summary; 3) explanation; 4) rephrasing; 5) interpretation of a potentially ambiguous ST; 6) improving the ST; 7) translation avoidance; 8) adaptation; and 9) self-correction. Prieto Arranz also presents a quantitative analysis of six linguistic errors, categorized as: lexical (12), semantic (38), syntactic (19), morphological (1), collocational (6), and phonological (3). A post-experiment questionnaire showed that the majority of students had a positive opinion of translation. Prieto Arranz concludes

that liaison interpreting may enhance the usefulness of the foreign language as a means of real communication, and that the learners' L1 can play a positive role in the learning of the foreign language. He states that translation as a communicative strategy is no different from L2 learning, and underlines the transcultural nature of translation and interpreting in foreign language teaching and learning (Prieto Arranz 2002: 223).

In her doctoral thesis, Capel Moreno (2005) set out to investigate whether translation in an English as a foreign-language class improves learners' language competence and whether it can be a successful foreign-language assessment tool. The study was carried out with 27 students of English at high-school level: 17 at 1st of "Bachillerato", who were engaged in interpreting activities; and 10 at 2nd of "Bachillerato", who were engaged in translation activities. Pre and post-experiment tests were administered to the students in both groups to measure learning outcomes. The findings showed that there was no linear inverse relationship between the grades obtained in reading comprehension tests and the translation errors made in the translation exercises. Likewise, there was no linear inverse relationship between the grades obtained in the listening tests and the errors made during the interpreting activities. Capel Moreno concludes that translation and interpreting activities can be a more reliable tool to check students' reading and listening comprehension. With respect to the improvement of the students' language competence, it was found that translation had a greater impact on the students' general language competence.

Likewise, Maria González-Davies over the years has reiterated the usefulness of translation as a foreign-language teaching tool, especially defending its communicative value (González-Davies 2004, 2007). González-Davies and Scott-Tennent (2009) conducted action research with 24 teacher-students whose mother tongue was either Spanish or Catalan and whose proficiency in English ranged from B1 to C1 on the CEFR scale. The aim of the study was to observe teacher-students' sporadic L1 and translation use in a CLIL course where the subject matter was linguistics. The research design included observational and self-report instruments. Qualitative and quantitative analysis of the data showed that students do resort to translation and L1 during their language-learning process. However, while L1 use was more associated with metacognitive and socioaffective strategies, translation was more associated with cognitive strategies. In expressing their position with regard to

the use of L1 and translation in their language learning, 11 out of 22 recognized there was pedagogical value in the use of L1; eight out of 22 stated that there is no pedagogical value in the use of L1, although teachers sometimes have to resort to L1; and three were in favor of its total exclusion.

Suzuki and Itagaki (2009) investigated students' languaging when solving discrete/decontextualized grammar exercises, which are actually translation activities. The study was conducted with 141 low-intermediate and high-intermediate Japanese students of English to find out the amount and type of languaging in which these students engaged after performing two types of grammar activities: translation from English into Japanese (termed a "comprehension-oriented grammar exercise") or translation from Japanese into English (termed a "production-oriented grammar exercise"). The participants were placed into four groups: 32 and 36 high-intermediate group participants in the groups for the comprehension- and production-oriented grammar exercises respectively, and 38 and 36 low-intermediate group participants in the groups for the comprehension- and production-oriented grammar exercises respectively. Retrospective written reports (languaging) on the translation exercises showed that languaging differed according to the exercise type; L2 proficiency was not decisive in determining the association between the type of languaging and the type of exercise; and L2 proficiency level was decisive in the type of languaging.

La Sala (2008) describes liaison interpreting carried out with third-year students at the Department of Italian at University of Leeds. In this course, students with English as their L1 were required to take turns to interpret the dialogues between two teachers: a native speaker of English and a native speaker of Italian. Although La Sala does not present any empirical data, she defends the role of this type of communicative activity, particularly with the purpose of exposing students to formal oral situations.

Whyatt (2008) posits that translation has a positive effect on language control (understood as the second-to-last stage of L2 acquisition, prior to full automaticity of language) in advanced L2 learners. In the small-scale study conducted with 66 EFL students on BA and Masters level at a Polish university, Whyatt investigated whether translation had a positive effect on the students' language control. The participants were required to fill in a "language acquisition questionnaire" with 28 multiple-choice

items. Also, the BA students were required to translate a text from Polish into English, which was later discussed in class, and then to fill in a follow-up questionnaire. The analysis of the data showed that both BA and MA students were aware of their language control. On the other hand, the majority of the BA students (96%) who were engaged in translation activities declared that translation made them question their vocabulary knowledge. Whyatt interprets learners' translation-induced mistakes as conductive to teaching them "communicative responsibility for their choices and in effect, encourages control over the use of L2 vocabulary" (Whyatt 2008: 192).

Pintado Gutiérrez (2008) discusses the role of L1-L2 translation with final-year undergraduate students taking a language module at the University of Limerick, Ireland. Following personal observations during class, Pintado Gutiérrez describes a lesson where students were required to give Spanish translations of English texts charged with Irish cultural elements. She reports the great success of the activity, highlighting that students turned from mere spectators, taking notes passively and looking for the teacher's approval, to real actors, "mediators of a communicative activity" (Pintado Gutiérrez 2008: 335) engaged in real interaction.

Källkvist (2008) carried out a 13-week long empirical research with 55 Swedish-speaking students at Halmstad University, Sweden in a course called "Written proficiency: English grammar". The study targeted the exploration of the gains in grammatical accuracy in a "focus-on-formS" [sic.] (which entails prior selection of a form to be treated in class, as opposed to "focus-on-form", where attention to form is only paid marginally in meaning-centered instruction) approach under two conditions: translation and English only. The students were placed in two groups: the translation group, which were engaged in translation exercises; and the non-translation group, which were engaged in fill-in-the-blank and transformation activities in English only. Data on gains in grammatical accuracy were gathered from pre- and post-experiment tests (multiple choice test, translation test, and retelling test). There were no statistically significant gains in grammatical accuracy in the pre- and post-experiment multiple choice and translation tests between the translation and English-only groups, but that the gain score for the translation test in the translation group (27%) was higher than the same score in the English-only group (23%). The difference in gain scores between the two groups for the translation test approached

significance (p=0.07). Källkvist hypothesizes that if there had been more participants or test items, the difference between translation and non-translation groups could have been statistically significant.

Another empirical study by Källkvist (2013a) investigates judicious use of L1-L2 translation as a foreign-language learning tool in a meaning-based advanced-level instruction to "begin building a theoretically informed empirical basis for determining whether and when to use L1–L2 translation in L2 instruction for teaching difficult L2 structures" (Källkvist 2013a: 219). This study analyzes class interactions with high-intermediate to advanced 79 Swedish students of English in a Swedish university over a seven-week period and "examines languaging in the teacher-led discourse (TLD) that arises when translation tasks are used and compares it to languaging during the TLD engendered by 4 other grammar-focused tasks" (Källkvist 2013a: 217). Students were placed into three groups: two practice groups and one control group. Three sets of tasks were created for each group. Languaging was coded as LRE (language-related episodes) turns, LRE described as "an utterance about language [that] deals with one linguistic issue (e.g., whether the definite or zero article should be used)" (Källkvist 2013a: 222). The percentages of student-initiated LRE turns were higher for all translation tasks as compared with the gap tasks, the noticing task, the composition task, and the text-editing task. Also, percentages of student-initiated LRE turns were substantially higher when translation tasks were used. Regression analysis showed that results were significant for all six translation tasks combined versus the five gap tasks combined ($Z=7.47$, $p<0.001$), for translation versus composition (group TE: $Z=2.72$, $p=0.0066$, group TI: $Z=2.77$, $p=0.0056$), for translation versus noticing (group TE: $Z=4.25$, $p<0.0001$, group TI: $Z=4.26$, $p<0.0001$); and for translation versus text editing (groups TE and TI: $p < 0.0001$) (Källkvist 2013a: 224).

In her "The Engaging Nature of Translation: A Nexus Analysis of Student-Teacher Interaction" (Källkvist 2013b), Källkvist focuses on communication patterns produced by translation activities versus activities in English only in teacher-student interactions. The study was carried out with 75 undergraduate students of English at a Swedish university. The research design included three groups of students: translation experimental, no translation experimental, and translation intact. The data analysis showed that students in the translation experimental group were "particularly

motivated to initiate and engage in communication in the L2 during teacher-led discussion that was based on a translation task" (Källkvist 2013b: 130).

In 2015, Sánchez Cuadrado published his thesis *Aprendizaje formal de ELE mediante actividades cooperativas de traducción pedagógica con atención a la forma* [Formal learning of Spanish as a foreign language through cooperative pedagogical translation activities with attention to the form]. The objective of the thesis was to explore the effectiveness of pedagogical translation using form-focused cooperative activities in a Spanish as a foreign-language class. Sánchez Cuadrado argues that when students are requested to produce a certain type of written output (in this case, a news report) in order to practice certain linguistic structures, they tend to activate avoidance techniques, which eventually might result in less productive learning. Translation, he maintains, could prevent students from drawing upon these avoidance techniques. Sánchez Cuadrado conducted his study at Universidad de Granada with a total of 57 students placed in three groups: TFF (Translation with focus on form); TFS (with no focus on form); and ELE (Spanish as a foreign language). Sánchez Cuadrado concluded that form-focused translation activities are as useful as activities carried out in English.

3.1.2. Research on the use of the L1 in a foreign-language class

In comparison to translation, L1 use in a foreign-language class has been given more attention, presumably because it can manifest itself in class spontaneously, both on the part of the teacher and the students. The often inevitability of L1 presence in language classrooms is what presumably pushes research to delimit its usefulness in language-learning environments. Studies on classroom observation of L1 use are numerous and diverse in scope, many of which deal with interaction and we are reminded that in communicative settings the focus should be on "*keeping interaction central* – interaction between teacher and student, student and teacher, student and student, student and the authors of texts, and student and the community that speaks the language" (Rivers 1987: 6, emphasis as in the original). Further, interaction in a foreign-language classroom should always be at least bidirectional, as teacher-dominated classrooms give no space for interaction to happen (Rivers 1987: 9), and "interactive language teaching means elicitation of willing student participation and

initiative" (Rivers 1987: 10). The concept of "willing student participation" is key to the present study, as will be described in the chapter on methodology.

Earlier studies on teacher-student interaction tended to focus on the patterns of these interactions (Hall and Walsh 2002), the main one being the teacher-led Initiation-Response-Evaluation (IRE) in the Western tradition of schooling on all levels of education, where the teacher asks a question, a student responds, and then the teacher evaluates. This type of triadic interaction pattern, commonly known as "recitation script", was deemed as posing a serious threat to students' chance to discuss their own learning process, while it allotted most of the class time to teacher talk. However, the triadic pattern which does not end by evaluation, but encouragement for further discussion was found to contribute to the type of classroom where teacher-centeredness shifts to student-centeredness and feeling of inclusivity (Hall and Walsh 2002: 196).

One way to minimize teacher-centeredness and encourage student involvement and L2 use in foreign-language learning is to encourage small group/pair work. However, when students are left on their own they can resort to their L1 to various degrees and for various purposes. In this respect, studies on student-student interaction abound in second- and foreign-language research (Villamil and De Guerrero 1996; Anton and DiCamilla 1998; Storch and Wigglesworth 2003; Storch and Aldosari 2010; Azkarai and del Pilar García Mayo 2015). Swain and Lapkin (2000) conducted a study with undergraduate 8-graders of a French immersion course whose mother tongue was English. The aim was to investigate the use of the mother tongue (English) in one of the two collaborative tasks carried out in dyads: dictogloss and jigsaw. The students were placed in two groups, and were told to form pairs to carry out the corresponding task. The findings show that the two types of activities (dictogloss and jigsaw) produced a similar amount of L1 turns, although with considerable intergroup variation: high-achievers made less use of the L1 as compared to low-achievers, although the task type itself also affected the amount of L1 use, dictogloss eliciting more L1 use as compared to jigsaw. Also, Swain and Lapkin found that the students used their L1 for one the following three purposes: 1) moving the task along, 2) focusing attention, and 3) interpersonal interaction. The analysis showed that around 40% of the turns in both groups were taken for task management, that is, moving the task along. As a concluding remark, Swain and

Lapkin maintain that "judicious use of the L1 can indeed support L2 learning and use. To insist that no use be made of the L1 in carrying out tasks that are both linguistically and cognitively complex is to deny the use of an important cognitive tool" (Swain and Lapkin 2000: 268-269).

Macaro (2001) studied L1 (English) - L2 (French) codeswitching practices performed by six student teachers at a secondary school (with students aged between 11 and 14) where they were assigned teaching French as a foreign language. The study addressed two research issues: 1) the amount of L1 that the student teachers were using, and 2) the rationale and influences that backed their use of L1. The procedure included prior exposure of the student teachers to theories on codeswitching, then video and audio recordings of the French classes the student teacher taught two months before the end of the one-year course, which were triangulated with interviews on their beliefs about the codeswitching process. The analysis of the video and audio-recorded French classes revealed that there was relatively low percentage of L1 use by the student teachers (4.8% use of the L1 of the total lesson time and 6.9% of total talk). Macaro points out that L1 was primarily used to provide procedural instructions, such as task descriptions, but also for reprimands and keeping the class under control. As Macaro observes, "[i]f future research found such low levels of codeswitching to be the norm, it would provide little basis for the concern that time in the L1 detracts from exposure to the L2" (Macaro 2001: 544). Two of the six student teachers who were chosen to participate in the individual interviews had quite different influences and reasons for their use of the L1: one of them was rather resistant to the use of the L1 due to the influence exercised by the National Curriculum, while the other was more open to the inclusion of L1 due to her personal beliefs and experience. Macaro proposes to "establish, through research, parameters of L2/L1 use" (Macaro 2001: 545).

Centeno-Cortés and Jiménez Jiménez (2004) conducted a study to analyze private verbal thinking in students engaged in problem-solving activities during their L2 classes. The authors define private verbal thinking as "a particular type of private speech that surfaces during the reasoning process as a tool used in the resolution of problem-solving tasks" (Centeno-Cortés and Jiménez Jiménez 2004: 7). The research was carried out in a laboratory setting at a university in the US with 18 students. In order to check private verbal thinking at different levels of proficiency, three profiles

of participants were chosen: six native speakers of Spanish, six American advanced speakers of Spanish, and six American students of Spanish from an intermediate conversation class. The participants were required to answer 15 cognitively challenging questions in Spanish electronically, and were audio recorded for further transcript. It was anticipated that the higher the proficiency in Spanish, the more Spanish they would use in their private verbal thinking. The results showed that this prediction was fulfilled: native speakers of Spanish used English in only 0.1% of their private verbal thinking, the percentages for the same strategy being 28% for advanced Spanish speakers, and 48% for intermediate Spanish speakers. In the case of this last group, what was particularly noteworthy was the presence of metalanguage and literal translation in the process of their private verbal thinking. Thus, in the case of the advanced and intermediate students L1 (English) proved itself a crucial resource for private verbal thinking when carrying out an activity in the foreign language.

Liebscher and Dailey-O'Cain (2005) investigated learner codeswitching in an advanced content-based foreign-language classroom, where applied linguistics was the subject matter. They hypothesized that when a classroom is conceived as a bilingual space, learners' codeswitching resembles that of speakers in non-instructional environments. The data were collected in 1998 in a seminar with 12 advanced learners of German at the University of Alberta. Drawing on Auer's (1998) division of discourse-related and participant-related codeswitching, Liebscher and Dailey-O'Cain provide instances of bilingual (English as the L1 and German as a the L2) interaction during class time. The qualitative analysis of classroom interactions showed that while there are clear cases of participant-related codeswitching, students also engage in discourse-related codeswitching, which was traditionally believed to happen in teacher talk and in interactions among bilinguals in non-instructional environments. What is more, they showed that student discourse-related interactions were similar to bilingual interaction in non-instructional environments.

Creese and Blackledge (2010) describe a case study carried out in Gujarati and Chinese community language school in the United Kingdom. Class observations of teacher and students interaction, where the students and their teachers were bilinguals of English and Gujarati, or English and Mandarin, led them to conclude that flexible bilingualism can encompass a variety of strategies, such as the use of translanguaging

to engage the audience, to transmit information, to clarify a task, etc., but more interestingly translanguaging can serve as an identity marker.

Storch and Aldosari (2010) investigated the effect of student proficiency (high to low) and task type (jigsaw, composition, and text-editing) on the amount and function of L1 use. The subjects were 30 first-year male students of English as a foreign language in a college in Riyadh, Saudi Arabia. The students formed dyads on the basis of their proficiency, which resulted in 15 dyads (five high-high, five high-low, and five low-low). They completed the three activities, during which they were recorded for later analysis. The analysis consisted of word and turn count of the transcribed recordings. The data showed that L1 use was overall relatively low (7% of the total words, and 16% of the total turns). Further, there was more L1 present in the text-editing task, and the low-low dyads were the most affected. With regard to function, it was found that the L1 was mostly used for task management, followed by discussions of vocabulary. One interesting outcome was that during task management, L1 was used as a marker for social interactions, that is, to establish the roles within the dyads.

Storch and Aldosari's (2010) findings were further reaffirmed by Ghorbani (2011), who conducted a study to observe the discourse of 16 beginning EFL adults at a language institute in Qazvin, Iran. Ghorbani found a similarly low amount of L1 use in small pair/group work of students (5%) as compared to teacher's use of L1 (4%).

Moore (2013) studied the amount, function, and contextual features of L1 use during English as a foreign-language interaction. The experiment was conducted in the School of English and Cultures of a university in Japan in an Oral Presentation course with 12 Japanese volunteer participants the majority of whose proficiency of English was rated as intermediate. Interaction data, collected during the tasks carried out in dyads and the presentations, was recorded and transcribed for later analysis. Moore notes that not only there was more L1 present (28% of overall data) in this study as compared to other studies, but that its use augmented over time in the oral presentations. The author attributes this phenomenon to the students' familiarity with the task and classmates, which presumably can increment L1 use in a foreign-language class. On the other hand, the use of L1 within the dyads decreased over time and that individual L1 use varied across students. With regard to focus of talk, it was found that L1 was used in all categories of talk (procedural, performance, content, and

off-task), although that procedural and off-task categories are more likely to encourage L1 use as compared to on-task activities. Finally, Moore attributes L1 use to such situational factors as individual preferences with regard to L1 use, differences in language proficiency, dialogically negotiated focus of talk, interpersonal factors relating to intersubjectivity, task control, and pedagogic roles, etc. (Moore 2013: 250).

Thompson and Harrison (2014) investigated the use of codeswitching of teachers and students, focusing on the initiator of this strategy and posterior language use. In total, 16 teachers of Spanish from a large university in the southwestern United States were selected for the experiment, where eight were teaching Spanish to first-year beginning students, and eight were teaching to second-year intermediate-level students. Each teacher was observed three times, at the beginning, in the middle and at the end of the semester. The analysis of the transcriptions of the recorded data showed that while many of the teachers used 90% of the target language in class (which matched the ACTFL (2010) recommendation), much variation in codeswitching was detected in the different classes (in some extreme cases rising to more than 50% of L1 use). Overall, first-year Spanish teachers used the target language in the 84% of the time, while the students used the target language 74% of the time. The teachers initiated codeswitching 47% more often than the students, and as a consequence the students used more L1 than their teachers. On the other hand, second-year Spanish teachers used the target language 91% of the time, while the students used the target language in the 73% of the time. The teachers initiated codeswitching 230% more than their students, and consequently the students used more L1. These findings suggested that "the teachers had more influence over the language spoken in the classroom" (Thompson and Harrison 2014: 329). Further, the amount of L1 used by the teacher did not necessarily correlate with the amount of L1 used by the students, correlation being found in the case of the second-year classes of Spanish. Also, translation was the most frequent purpose for which codeswitching was used for the categories second-year students (32.9%), and second-year teachers (47.9%), and the second most frequent for the categories first-year students (21%), and first-year teachers (22.4%).

3.1.3. Research on mental translation in a foreign-language class

Research into whether, for what purposes and how students use mental translation and has been frankly little examined. Kern (1994) investigated the use of mental translation by 51 students of French at the University of California at Berkeley. Kern (1994: 443) was particularly interested in three research questions: To what extent and under what conditions do intermediate-level French students translate mentally as they read French texts? What is the role of translation in the L2 comprehension process? Does one's level of L2 reading ability affect the degree to which one translates while reading? To answer these questions, individual interviews with features of think-aloud reports and text-interview procedure were carried out with students at the beginning and at the end of the semester. The results show that low-ability students translated mentally more than the students in the middle- and high-ability groups. Further, the post-test data showed two trends: a general decrease in the frequency of the use of translation in reading, and an increase in the frequency of translation associated with comprehension. Kern suggests that by the end of the semester the students might have become more selective in their use of mental translation as a consequence of having developed a sense of when precisely translation might be useful.

In 1996, Cohen and Allison (2001) investigated mental processing of the foreign language of 24 students enrolled in a Foreign Language Immersion Program (FLIP) (Spanish, French, and German) at the University of Minnesota, as well as 17 students who were not enrolled in this program. Data was gathered through retrospective self-observation in response to a verbal questionnaire, which included items on the choice of language for note taking, the extent of internal mental dialog in the target language, the extent of mental translation, and the students' view regarding the helpfulness of mental translation (Cohen and Allison 2001: 4). The results showed that FLIP students were engaged in significantly less mental translation than non-FLIP students, but reported higher level of satisfaction when they did it. Moreover, for FLIP students, mental translation was a planned strategy rather than an uncontrolled event. Cohen and Allison concluded that "[w]hile the measured use of mental translation strategies can have benefit [*sic*] the accomplishment of language

tasks, it was seen that a full-immersion program can diminish the need for such strategizing." (Cohen and Allison 2001: 16).

Cohen and Brooks-Carson (2001) investigated direct versus translated writing in 39 intermediate-level French students at the University of Miami, some of whom had English as their L1, while others had Spanish as their L1. The students were asked to write compositions during the semester directly in French and then first in their L1 and then translate them. Retrospective verbal report data revealed that 80% of the students who had English as their L1 reported having used their L1 "always" or "almost always" during the direct writing task, while the students with Spanish as their L1 reported to have done the same "some of the time" (Cohen and Brooks-Carson 2001: 179).

Kavaliauskienė and Kaminskienė (2007) conducted a survey with 45 students at Mykolas Romeris University who were studying English for Specific Purposes. The students were taking three different specializations: Penitentiary (PN) specialization (8 students); Psychology (PS) specialization (20 students), and Social Work (SW) specialization (17 students). The survey consisted of seven 5-point (1-strongly disagree to 5-strongly agree) Likert scale questions, two of which directly addressed mental translation (Question 2, "In writing activities, I often mentally translate ideas from my mother tongue into English"; and Question 5, "In listening activities, I mentally translate what I hear"). The analysis of the two questions revealed that the means were quite different for the three specializations (Question 2: PN M=3.50; PS M=3.20; SW M=4.13) (Question 5: PN M=4; PS=2.60; SW M=3.19), and that some of these differences were statistically significant (Question 2: PS vs SW p=0.006) (Question 5: PN vs PS p=0.001; PN vs SW p=0.054).

In the period of 2004-2006, Yau (2010) explored the role of mental translation in reading comprehension of classical Chinese and English as a foreign-language texts by Taiwanese high school students. Qualitative data were collected through semi-structured interviews and think-aloud protocols, and relevant documents (such as test scores), while quantitative data were collected through two sets of reading tests and two sets of questionnaires, in Chinese and in English, as well as Likert-scale questionnaires on the use of translation in reading Chinese and English texts. The analysis of the quantitative data showed that there was a positive, although low correlation between mental translation and text comprehension in the two languages,

while all the participants acknowledged the use of translation into their L1 for reading comprehension of English texts.

3.3. Surveys

For at least thirty years now it has been argued that students come to language classrooms with preconceived ideas about language learning (Horwitz 1985, 1988, 1999). This is important because the beliefs that students hold about their foreign-language learning may ultimately decide their success in the classroom. While Horwitz's foundational studies deal only marginally with the role of translation in students' foreign-language learning, they served as a launch pad for studies that were on translation in foreign-language learning. Since then, many similar questionnaires have been carried out to investigate the role of translation in foreign-language teaching (Altan 2006; Carreres 2006; Liao 2007; Boakye 2007; Ashouri and Fotovatnia 2010; Kelly 2014; Laviosa 2014), most of them finding that students and teachers regard translation as a useful tool for foreign-language learning.

Horwitz's Beliefs About Language Learning Inventory (abbreviated as BALLI) went a long way towards dissipating doubts about what beliefs students and teachers actually held regarding language learning. Devised by Horwitz in 1981 (1985), BALLI measured teachers' and students' beliefs on a 1-to-5 (strongly agree to strongly disagree) Likert scale and contained one question on translation, namely item number 20, that read "Learning another language is a matter of translating from English" (Horwitz 1985: 340). BALLI responses by undergraduate and postgraduate students at the University of Texas at Austin, gathered in the course of several semesters, led Horwitz to conclude that "many people believe that learning another language is merely a matter of translating from English" (Horwitz 1985: 337). The questionnaire was again administered to students taking language classes at the University of Texas: 80 students of German, 63 French students, and 98 in Spanish. Their responses to question 26, "Learning a foreign language is mostly a matter of translating from English", revealed that it was the only question that provoked sharp disagreement between the respondents: the majority of the German and Spanish speakers (70% and 75% respectively) thought that "learning a foreign language [was] mainly a matter of learning to translate from English", while only 15% of French

students held that same belief (Horwitz 1988: 288-89). I will return to the possible reason for this below. These results were later compared to other studies (mainly unpublished PhD theses) that employed the BALLI questionnaire (Horwitz 1999), in search of similarities or differences due to cultural background. The studies that were compared were: Yang 1992, Taiwanese students of English; Kern 1995, American teachers and students of French; Park 1995, Korean students of English; Truitt 1995, Korean students of English; Oh 1996, American students of Japanese; and Kunt 1997, Turkish and Turkish-Cypriot students of English. The responses to the one question on translation revealed that most of the students of English as a foreign language and the American students shared the belief, although to varying degrees, that translation was crucial to their language learning (Horwitz 1999: 566).

Chamot and Kupper (1989) carried out a three-year project to investigate aspects of the learning strategies used by foreign-language students and their teachers. The study included three components: a descriptive study, a longitudinal study, and a course development study. The descriptive study was carried out with 67 high school students from first, third, and a combination fifth/sixth year Spanish classes. These students were later grouped according to their level of achievement in the foreign language (Spanish) and then each group was interviewed on their language strategies, later classified as metacognitive, cognitive, and social and affective. The analysis of the tape-recorded interviews revealed that students at all levels (beginner to advanced) reported using translation (defined as a cognitive strategy) in their foreign-language learning. The longitudinal study, which included interviews and think-aloud protocols, revealed that translation was preferred in classes where grammar was studied. Further, the longitudinal study of exceptionally effective Spanish students at all levels (beginner to advanced) revealed that they "deployed strategies that characterize good readers in general" (Chamot and Kupper 1989: 17), one of these strategies being translation, while the same students used Spanish words they already knew instead of translating English words in their writing. Finally, in the course development study four instructors were observed in their strategy teaching, where they encouraged the use of L1 in such strategies as transfer and deduction. Chamot and Kupper argue that teachers may prefer to focus on strategies that are not already employed by students, as the case with translation, and "may wish to focus on expanding students' range of strategies rather than refining well-known strategies

already in use" (Chamot and Kupper 1989: 20). Thus, it seems that while Chamot and Kupper accept the usefulness of translation, they nonetheless do not believe that this strategy needs further attention.

An interesting case in point is Kern's (1995) study carried out in 1993 with 288 first-year students of French at the University of California, Berkeley. Kern administered the BALLI questionnaire to students of French at the beginning of their French course and at the end (15 weeks later) to track any change in attitudes. He then compares the results of the BALLI questionnaire with those of the students surveyed by Horwitz. Moreover, he compares the responses of the students with those of their instructors, who were also asked to fill out the questionnaire. The responses to the question on translation (question 26) showed results similar to those obtained by Horwitz (1988), with minimal agreement on the part of the students (pre=8%, post=12%), and zero agreement on the part of the instructors (100% disagreed). Returning to the question of why translation is not in favor in foreign-language teaching in France, Kern's and Horwitz's matching results may be interpreted as a consequence of the official ban on the use of translation in this country:

> Until a few years ago, the use of L1, whether for the purposes of translation or grammar explanations, was officially outlawed in the classroom, although a number of teachers continued to engage in "undercover" translation [...]. The so-called *méthode directe* was made compulsory by ministerial guidelines back in 1950, but was not actually applied until many years later. The fact that the ban on translation was condemned back in 1987 by the *APLV* (*Association des Professeurs de Langues Vivantes*) in a special issue of *Les langues modernes* points to [a] gap [...] between teachers faced with the day-to-day reality of the classroom, and official policy makers. (Harvey 1996, cited in Pym, Malmkjær, and Gutiérrez-Colon Plana 2013: 56)

In order to investigate the beliefs on the teaching of English in Spain, Palacios (1994) carried out surveys with 142 teachers and 1000 students at secondary and university level (English degree). The surveys carried out with secondary-level students revealed that they considered translations as relatively less entertaining as compared to other activities proposed in the survey, while they recognized the degree of usefulness [utilidad] of translation as the highest of all the activities proposed.

Palacios suggests that they might hold this opinion due to the tests and exams they had to pass. The secondary-level teachers' beliefs about translation were in dissonance with those held by the students: translation was rated as much less enjoyable and much less useful as compared to the students' opinions. In the interviews carried out with some of the students, it became obvious that use of their L1 was one of the most important strategies in learning the foreign language. The second most frequent strategy in the learning of grammar (after learning rules by heart) was to make connections between their L1 and L2. The most frequent strategy in reading comprehension was to find equivalence between Spanish and English words. And the most frequent strategy in writing was first to think in Spanish and then to translate it into English. The survey carried out with university-level students revealed that while they preferred L1-L2 translation, overall they considered translation important and useful in their studies. Contrary to the case at secondary level, the teachers' opinion at university level was more in line with the students' beliefs, as they deemed translation (both into L1 and L2) useful. Regarding their learning strategies, few students mentioned that they used translation to learn new vocabulary or to enhance their listening and reading comprehension.

The BALLI questionnaire was again administered by Rifkin (2000) in 1992-1995 to investigate whether students at different levels of instruction, studying different foreign languages and in different educational institutions held the same beliefs about foreign-language learning. The research sample included over 1000 students of 10 different languages at three different institutions. Again, the results on the one question on translation showed that students in their first year of language instruction agreed more with the statement that learning a foreign language is mostly a matter of translating from English than did their peers at other levels. While there was no difference in beliefs on the same question between students studying different languages, there was difference in beliefs at different types of institutions: students at research institutions agreed more with the statement than did those in private colleges.

Following the application of a liaison interpreting activity with 11 4th-year English language students of English Philology at the University of Oviedo, Prieto Arranz (2002) administered a five-item questionnaire to elicit the students' opinions on the interpreting activity. As reported by Prieto Arranz, the responses to the

questionnaire were predominantly positive, both regarding the manner in which the activity presented in class and its usefulness.

Capel Moreno (2005) administered a questionnaire to the participants of her study after the completion of translation and interpreting activities in an English as a foreign-language class. With regard to interpreting, all the students agreed that interpreting had improved their listening and oral skills. The same was true with regard to translation: all the students admitted that translation had improved their reading and writing skills (Capel Moreno 2005: 393-394).

In the academic year 2005-2006, Juárez and Oxbrow (2008) conducted a survey with first-year students of the subject "English Language I" at the University of Las Palmas de Gran Canaria, Spain, to investigate their beliefs about the role of L1 and translation in an English class. The students were participating in a larger experiment investigating language-learning strategies and motivational issues, where translation exercises were introduced as part of the curriculum. The 25 respondents, whose L1 was Spanish and whose level of English at the beginning of the course was A2/B1, were asked to respond to 20 items organized into four blocks: 1) the use of translation in language learning; 2) the use of the mother tongue in language learning; 3) the use of contrastive analysis between the mother tongue and L2; and 4) awareness of language-learning techniques. The results of the survey showed that the overwhelming majority (92%) were in favor of translation in their English classes. Moreover, they declared that translation was useful when learning new vocabulary (96%) and grammar (72%). Regarding L1 use, the results showed that while students were in favor of English grammar explanations in their L1 (76%), opinions were divided as to whether L1 is useful in receiving instructions on procedural explanations, such as for example instructions on pair work (40% in favor and 40% strongly against). Opinions were also dissenting about the usefulness of contrastive analysis when comprehending new grammar structures, while 88% declared that it was necessary to be aware of the differences and similarities between their L1 and L2. Paradoxically, 72% declared that they would prefer their English classes to be carried out entirely in English, while only 40% said they do not fall back on their L1 during their classes.

Carreres (2006) conducted a survey with 31 English-speaking students in their second and third years of a Modern Languages degree at the University of

Cambridge. Carreres warns us that these students had undergone a rigorous selection process and therefore are not quite representative of the average language undergraduate in the UK (Carreres 2006: 8). The questionnaire included 11 items on the role of translation in a Modern Languages degree. All students believed that translation should form part of the degree. The question that obtained the highest mean was "How useful is translation from English into a foreign language as a means of learning the foreign language?" (4.6 on a 1 to 5 Likert scale). However, a question that asked whether translation classes were enjoyable obtained quite varied responses. Carreres suggests that although the students regarded translation as an increasingly useful tool, they did not deem it to be a particularly enjoyable exercise. She argues that this could be attributed to the way translation was taught, although the design of the questionnaire did not allow her to confirm this supposition (Carreres 2006: 10).

Liao (2006) explored 351 Taiwanese fourth- and fifth-year college students' attitudes to translation. Liao was particularly interested in researching four aspects: 1. What are students' beliefs about using translation to learn English? 2. What learning strategies employing translation do students report using? 3. What are the relationships between learners' beliefs about and use of translation? 4. To what extent do learners' background variables relate to their beliefs about and use of translation? (Liao 2006: 191). The research design included three questionnaires and one interview guide. With regard to the first research question, Liao found that most of the students believed that translation played a positive role in their English language learning. The interviews also elicited positive responses about translation. The second research question was answered by showing which of the 28 learning strategies employing translation were the most frequent. The results showed that the most frequent strategy was the one corresponding to item 13, "I memorize the meaning of new English vocabulary words by remembering their Chinese translation" (M=4.12). In general, translation as a learning strategy was used somewhat moderately (M=3.35). With regard to the third research question, it was found that learners' beliefs about translation affected their strategies. The last research question revealed that the more proficient the students are, the worse the opinion they have of translation.

The BALLI questionnaire was again administered to 248 first- to fourth-year foreign-language trainee teachers at five different universities in Turkey (Altan 2006).

Altan researched students' beliefs regarding five different foreign languages (English, German, French, Japanese, and Arabic) and reports that "from forty-eight to ninety-two percent of each group disagreed with the statement that 'learning a foreign language is mostly a matter of translating from your mother tongue'", to which he adds, "*It is good to see* that at least fifty percent of each group disagree with the statement that "learning a foreign language is mostly a matter of translating from the target language" (Altan 2006: 49, emphasis mine). Regardless of whether he is right, he does not give his readers a reason why this might be such a good thing.

Boakye (2007) administered the BALLI-M questionnaire developed by Weideman and Lepota in 2002, based on Horwitz's BALLI. The questionnaire was administered to 155 first-year students at the University of Pretoria in South Africa. Question 16, "Learning English is translating from my mother tongue", was agreed to by 57% of respondents, which was deemed by Boakye to be an impediment and an "erroneous belief" (Boakye 2007: 10).

Ashouri and Fotovatnia (2010) investigated students' beliefs about translation and the effect of individual differences such as risk-taking and tolerance of ambiguity. The study was carried out with 120 Iranian English-language learners at the Gooyesh English language institute in Tehran. Risk-taking was defined as "eagerness to try something novel and different without putting the primary focus on success or failure regardless of embarrassment in learning", while tolerance of ambiguity as "perception of inadequate information to clearly understand stimuli which means range of reactions extending along a continuum from total agreement to total disagreement" (Ashouri and Fotovatnia 2010: 228). Both personality traits were measured through specific questionnaires, while a third questionnaire targeted the students' beliefs about translation. The data showed that participants had positive beliefs about translation. It was also determined that risk-averse learners had the most positive beliefs about translation, while risk-takers had negative beliefs about translation. Tolerance of ambiguity did not have any effect on learner's translation beliefs.

Mohebi and Khodadady (2011) ran the BALLI test again with 423 students from four universities and three teacher training centers in Iran, where 419 of the participants were undergraduates and four were PhD students. A very high proportion of those surveyed (72.3%) responded negatively to question 25, "Learning English is mostly a matter of translating from English into Persian".

Calis and Dikilitas (2012) carried out classroom-based research at a Turkish preparatory school with 28 elementary students learning English. In the course of the experiment (seven weeks in total), the learners were instructed to translate sentences from Turkish into English. Data on their beliefs were gathered through two sets of questionnaires: the Inventory for Beliefs about Translation and the Inventory for Translation as a Learning Strategy, plus the Interview Guide adapted from Liao (2006). All were administered in Turkish. The findings show that the students believed translation first fosters receptive skills (understanding and memorization) and then productive skills (writing and speaking). Particularly important was the finding that students use translation to learn new vocabulary, which is in line with Juárez and Oxbrow's (2008) results. Further, Calis and Dikilitas arrive at the conclusion that higher-proficiency students might not be as receptive to the use of translation in classrooms, since they seem to prefer instruction in L2 only.

Pekkanli (2012) conducted a survey in the 2010-2011 academic year with English Language Teaching (ELT) teacher candidates in their fourth/final year of education at the ELT department of Uludag University, Faculty of Education in Turkey. The aim was to discover the teacher candidates' perceptions of using translation as a language-learning tool. The questionnaire (5-point Likert scale ranging from "strongly disagree" to "strongly agree") administered to the subjects consisted of 15 items, divided into two sets of questions: subjects' beliefs about translation as a pedagogical activity (items 1-9) and subjects' beliefs about translation as a foreign-language skill developing activity (items 10-15). As reported by Pekkanli, overall the subjects were positive about translation in the first set of items, since the vast majority considered translation to be an important language-learning tool. Moreover, a total of 83% agreed with the statement that translation is a communicative activity. In the second set of items, the only item that received negative responses (24%) was item 10, "Translation is an activity which aids to [*sic*] improve my reading skills in the L2", although the item was also agreed to by 76%.

Pym, Malmkjær, and Gutiérrez-Colon (2013) conducted a large-scale study on the role of translation in ten different countries (seven European countries: Croatia, Finland, France, Germany, Poland, Spain, and the United Kingdom; and three comparison countries: Australia, China, and United States). The results of the surveys led them to conclude that Grammar Translation is the least preferred language

teaching method in all countries, while the Communicative Approach is the most preferred one. Despite not being mentioned in the official curricula, translation reportedly continues to be in use in many counties extra-officially. Moreover, one interesting result is that

> [t]here is no country-level evidence that less use of translation in the classroom correlates with higher performance in the other language skills, and there are indications that a number of countries that score highly on L2 tests use translation frequently in the classroom. (Pym, Malmkjær, and Gutiérrez-Colon 2013: 135)

Karimian and Talebinejad (2013) conducted a study with 170 Iranian students taking English lessons in language schools in Iran. Quantitative data on students' learning strategies in an English as a foreign-language classroom was obtained through a five-point Likert scale ("completely disagree" to "completely agree") survey based on Liao (2006). The qualitative part included interviews with some 120 respondents to elicit information complementary to that provided in the survey. The quantitative results show that the students regarded the mother tongue as a "helping strategy in their new language (English) learning" (Karimian and Talebinejad 2013: 207). Further, the "[s]upplemental qualitative survey […] revealed that using L1 in language learning process not only decreases learners' anxious [*sic*] but also enhances their English learning encouragement" (Karimian and Talebinejad 2013: 608).

Fernández-Guerra (2014) studied the beliefs about translation of 155 Spanish learners of English at the Universitat Jaume I in Spain, where 93 of the students were enrolled in the first year of a Computer Science degree and 62 were enrolled in the second year of a degree in English Studies. The students in the Computer Science degree were, among other activities, involved in translating specialized texts, while the students in English Studies were taking the subject "Applied linguistics for English-Spanish translation". While the majority of students in the Computer Science program had an elementary level of English at the beginning of the semester, the students in the English Studies program were either upper-intermediate or advanced. By the end of the semester, the majority of the students in both degrees had leveled up. Likert-scale questionnaires on the usefulness of translation were administered at the beginning and at the end of the semester. These were non-matching

questionnaires, each containing different, although sometimes similar questions. The findings of the first questionnaire showed that overall the students were quite positive about translation, and believed it was a normal activity when learning their foreign language. In the second questionnaire, translation was ranked as a highly motivating activity in both groups, and the one that could lead to more successful foreign-language learning.

Kelly and Bruen (2014) investigated university teachers' opinions of translation in language teaching with the purpose of finding out their attitudes towards the use of translation, as well as what behaviors and background factors were associated with more positive or negative attitudes towards its use (Kelly and Bruen 2014: 2). The study, which consisted of individual interviews, was conducted in 2013 with six lecturers of Japanese and six of German who worked at a Higher Education Institute (HEI) in Ireland. These interviews were complemented with questionnaires delivered in the 2011-12 and 2012-13 academic years to first and second-year students of Japanese and German who took a translation module in addition to their language module at the same institution. Kelly and Bruen found that the teachers had an overwhelmingly positive opinion of the use of translation in foreign-language teaching; however, they recognized that it should be balanced with other teaching techniques. In terms of background, it was found that the lecturers' personal positive experience helped them to ignore the bad press associated with translation. The students' responses also evidenced a positive attitude towards translation: they particularly highlighted its value as an enjoyable activity that facilitates foreign-language learning.

Laviosa (2014) reports on a survey carried out in the first semester in the 2010-11 academic year with 30 second-year Italian students of English who were enrolled in a two-year Masters Degree in Modern Languages and Literatures at the University of Bari, Italy. Laviosa replicated Carreres's questionnaire, and the analysis of the responses gave quite optimistic results: translation into L1 and L2 was regarded as being useful for learning vocabulary, grammar, writing, register and culture. The students rated "translation as homework" as the preferred way of acquiring translator skills, and the majority considered translation to be a quite enjoyable activity.

Following this discussion, it can be concluded that students' beliefs about translation in foreign-language learning might be positive as long as a number of

criteria are met. Firstly, students have to be engaged in meaningful translation activities, and not presented with translation as a check or exam as described by Palacios (1994). Such activities may make students feel that translation is a tiresome, demanding activity that has no real application out of the classroom. On the contrary, translation used communicatively alongside other activities may add a dimension of gratifying amusement. Secondly, in order for translation to be a satisfying activity, it has to correspond to the level of the learner. While beginner students may be engaged in simpler forms of translation, advanced students may be engaged in translation of cultural elements, where they will be able to apply all the skills acquired in the language class. Thirdly, the value of translation as a foreign-language learning tool might be more readily acknowledged by students who have some basic knowledge of language-learning theories, mainly students at higher levels, also acknowledged by Liao (2006) and Fernández-Guerra (2014). This knowledge might give students a perspective on the role of their L1 in foreign-language learning, which could dissipate any preconceived ideas on this issue.

At a closer inspection, however, a number of issues can be detected from this kind of questionnaires. Taking, for instance, the BALLI questionnaire, the one item on translation "Learning a foreign language is mostly a matter of translating from English" (Horwitz 1988: 288) renders a very narrow understanding of the nature of translation, and also raises a number of questions: are the students being asked whether these translations are done mentally or are they done in any controlled manner? If they agree, does this reflect discontent or satisfaction? It seems all too easy to direct students' responses, since by definition a closed-ended question could already be a biased item. At times, it seems as if the students' responses match the researchers' aims, and the groups are preselected with the same purpose. Horwitz reflects on the particularly high level of agreement with the statement presented above, and we read that:

> [o]f even greater concern is the strong belief among the German and Spanish students in the importance of translation to learning another language. If Krashen is correct that absorbing meaning directly from text (either oral or written) is the primary process in developing second language fluency, then a preoccupation with translation is likely to distract students from their most important learning task. (Horwitz 1988: 289)

Particularly preoccupying is the perpetuating nature of the one question in BALLI, which, I would dare to say, does more harm than good to the understanding of the role of translation in foreign-language learning. For example, Boakye (2007) interprets the one question on translation in BALLI as an "erroneous" belief, while the question itself is ambiguous and unclear.

Another possible issue is the grading of the Likert scale. The majority of the studies use a 1-to-5 Likert scale, but the central value ("3") can be interpreted either as "hesitant", or somewhere between "agree" and "disagree", or as "I don't know", which is chosen when a student does not know or does not want to answer the question. Here, depending on the wording of the survey, the central value can distort the mathematical mean. Turner (2014: 19) accepts that a Likert scale can at times be interpreted as an interval scale, given there are enough levels in it. However, unless the exact wording of the Likert scale is available, the mathematical midpoint of such scales has to be taken with a grain of salt. Also, when the central value is "nether agree nor disagree", this can render quite confusing results. In this respect, triangulation of the data can be a valuable tool, as "[T]he value of triangulation is that it reduces observer or interviewer bias and enhances the validity and reliability (accuracy) of the information" (Johnson 1992, in Mackey and Gass 2005: 181). Personalized interviews might in this case help to solve the problem of biased questions and puzzling means.

4. Methodology

This chapter presents the methodological approach with which this study has been carried out. In subsection 4.1 I present the methodological framework, with detailed information on the purpose of the study, research questions and hypotheses, and the operationalization of the variables. In subsection 4.2 I outline and describe the instruments that were used to carry out the experiment, namely the Ethics Committee approval, video recordings, questionnaires, and interviews. Subsection 4.3 gives a detailed description of the pilot study, since the main experiment partially replicated the research design of the pilot. The changes that were incorporated in the design of the pilot experiment to perform the main study are also described in this subsection. Finally, subsection 4.4 deals with the design of the main experiment.

Before we proceed, it is perhaps important to highlight the difference between the terms "approach" and "method", and, to complete the picture, "technique", because this terminology lies at the very heart of my research. Edward Anthony (1963) categorizes the three concepts hierarchically, "approach" being a set of ideas about language teaching, a "method" being a careful organization of materials based on that approach, and a "technique" is what actually happens in class, that is, a maneuver. In this respect, my research is focused on exploring translation as a *technique* rather than any translation method as such (apart from the already discussed Grammar Translation Method there has been no other *method* of translation anyway). This exploration has two foci: the first consists of an analysis of classroom interactions when using Communicative Translation as a foreign-language teaching tool, and the second is concerned with research on students' attitudes towards translation before and after the experiment, complemented with personal interviews with key participants to elicit complementary information. The link between these two research foci is translation: it is important to study not only the direct application of translation in a classroom, but also how students perceive translation, since this will increasingly mark their attitude towards translation as a teaching tool, which, in turn, might affect their learning.

I now proceed to the methodology of the study.

4.1. Justification of the methodological framework: purpose, questions, hypotheses, and operationalization

The present study was carried out in response to Källkvist (2013a), who set out to investigate "the potential value of translation for advanced-level L2 users within the framework of languaging in student-teacher collaborative discourse" (Källkvist 2013a: 218). Källkvist carried out an experiment with 79 high-intermediate to advanced students of an English course in a Swedish undergraduate program. The students were placed into three groups: TE (translation experimental group), NoTE (no translation experimental group), and TI (translation intact group). Translation tasks were assigned to the TE and TI groups, while NoTE group did no translation tasks. The other tasks used in the experiment were gap, noticing, composition, and text editing. The research revealed, among other results, that translation elicited more student-initiated turns, that is, turns initiated by the student without any prior stimulus coming from the teacher, that break the initiation-response-feedback pattern as compared to the other tasks. Källkvist argues that this indicates high levels of motivation, which, in turn, is a prerequisite for successful learning. She closes her article with a call for further research in other teaching contexts with different language pairs and different learning goals.

In response to that call, I decided to partially reproduce Källkvist's study and check whether translation elicited more interaction (both teacher- and student-initiated) as compared to activities carried out in English. At the same time, I aimed to find out the students' attitude towards translation as a foreign-language teaching tool. In the subsequent sections, I detail how this experiment was designed and carried out.

4.1.1. Purpose of the study

Classes teaching English as a foreign language that are based on the teaching of grammar with activities of the type "put the verb into its correct form" or "choose the right preposition" provide the practice students need in order to interiorize the newly acquired grammar and are designed to match the examinations. However, students might not feel motivated when carrying out these activities, not because the activities are boring (which could also be the case), but because they are overused. Also these

activities do not engender meaningful, collaborative interaction, since the interaction is limited to the mechanical question-answer (or, on a more psychological note, stimulus-response) format. This interaction pattern, which does not permit students to deviate from the established patterns, might hamper progress in language learning.

On the other hand, the already not-so-recent Communicative Approach calls for a greater degree of interaction. The importance of interaction gained attention especially with the emergence of Second Language Acquisition research. In it, input and output are the two variables that have the most effect on the learning of a new language. While input is considered to be the data available to the learner from where the intake takes place, output "refers to language that learners produce for the purpose of communication, and can be both written and oral, although the latter is more widely researched within the context of SLA" (Van Patten and Benati 2010: 36). Attempts have been made to ascertain whether and how output can aid foreign-language acquisition. For example, Krashen (1982: 60) does not regard output as being as important as input, considering it just a tool to get more input. On the other hand, Swain has argued in favor of the importance of output in the form of interaction and meaning-negotiated conversational turns:

> [I]t would seem that negotiating meaning – coming to a communicative consensus – is a necessary first step to grammatical acquisition. It paves the way for future exchanges, where, because the message is understood, the learner is free to pay attention to form. (Swain 1985: 248)

Swain advances the notion of "comprehensible output" to match Krashen's "comprehensible input" (*i + 1*). Comprehensible output, according to Swain, goes beyond getting one's message across: it means that the learner has to be "pushed" to deliver a message that is precise, coherent, and appropriate. Moreover, output contributes to higher levels of "noticing", which leads to modified output, which in turn, Swain suggests, forms part of language learning (Merrill Swain and Lapkin 1995). One may argue that the more output the student produces, the more it may contribute to language learning. In this study, the amount of student output in the form of interaction will be studied in both translation and English-only classes.

I argue that translation, used *communicatively*, can be a useful resource for teaching grammar, which will both introduce a new type of interactive activity into

traditional foreign-language classrooms and will provide interactive language practice, since students tend to ask questions related to the grammar being studied when translation activities are used and when these are devoid of unknown vocabulary (Källkvist 2013a: 230).

4.1.2. Research questions and hypotheses

I aim to find out whether Communicative Translation activities contribute to a more interactive foreign-language class. This concerns the following research questions:

- Do students participate more when they have Communicative Translation activities as compared to English-only activities?
- What do students think of translation and the use of L1 in a class for teaching English as a foreign language?
- Does their opinion change after having classes with Communicative Translation?

In order to answer the research questions, I aim to test the following hypotheses:

- H_1: In an English as a foreign-language classroom, Communicative Translation activities engender more interaction than do English-only activities.
    - $H_{1.1.}$: In an English as a foreign-language classroom, Communicative Translation activities correlate with *more* turns than do English-only activities.
    - $H_{1.2.}$: In an English as a foreign-language classroom, Communicative Translation activities correlate with *longer* turns than do English-only activities.
- H_2: In an English as a foreign-language classroom, Communicative Translation activities engender more student-initiated interaction than do English-only activities.

- H_3: In an English as a foreign-language classroom, student-initiated interaction is greater in comprehension-based activities (into the L1) as opposed to production-based activities (into the L2).
- H_4: In an English as a foreign-language classroom, students' positive attitudes to translation increase after direct experience of classes in which Communicative Translation is used.

4.1.3. Operationalization

Operationalization is a working definition of a variable, which "allows researchers to operate, or work, with the variables" (Mackey and Gass 2005: 105). I operationalize my variables in the following way:

Communicative Translation: Translation that engenders meaningful communication and interaction. In this project, it is L1-L2 or L2-L1 oral translation and interpreting activities in class, used to teach English grammar in an English as a foreign-language class.
Activity: A specific communicative task to be carried out in class, designed for the purpose.
Interaction: Verbal communication that requires both a transmitter and a receiver and the sending of messages in both directions. Operationalized with the number of interventions coded as "turns". Each turn is an utterance about language and is uttered by one participant, either the teacher or a student (Källkvist 2013a: 222). All turns will be coded as "teacher-initiated" or "student-initiated". Further, turns are quantified in terms of their frequency and word count.
Student-Initiated: Initiated by a student, as opposed to teacher-initiated. Student-initiated turns are utterances that were not prompted by the teacher, rather they are manifestations of students' own curiosity.
Foreign-language class: A grammar class where a foreign language is being taught at undergraduate university level, in this case English as a foreign language.
English-only: A class carried out *exclusively* in the language being taught, in this case English; an approach similar to immersion.

4.2. Instruments

The design of this study required the use of quite a few technological devices and online tools. Specialized knowledge of how to handle these kinds of tools comes in handy when one has just one try to nail the experiment. Logistical issues, therefore, constitute quite a central part in the whole data collection process. These issues are detailed in the following sections, as is the overall research design.

4.2.1. Ethics approval

According to the official regulations of the department in which the experiment was being carried out, all research has to be submitted for approval by the Ethics Committee, formed by senior members of the department. The aim of the process is to evaluate whether research is potentially harmful to the students involved. These regulations are necessary because students have an exam established by the teacher at the end of the academic year, and any research that alters their classes (which usually prepare students for the exam) is seen as potentially intervening in the normal flow of instruction.

Initially, the experiment was designed to be longitudinal. The initial plan was to quantify the participation rates when using translation activities and activities in English-only at the end of the academic year. However, being aware that I would not gain permission to carry out a longitudinal study, the research plan was limited to eight sessions in the main experiment, that is, four with each group. This research design would yield quantifiable data on participation rates, but the data would run the risk of not being statistically significant.

It goes without saying that students were invited to participate but were never forced to do so. It was crucial for the research purposes to ensure that attendance and participation was voluntary and disinterested, since one probable outcome of forced participation might be a drop in interest and therefore less interaction. There was no threat of penalization either: students were not credited with extra points for either attendance or participation, so they were free to choose not to come to class at all.

Before the start of the experiment, I drafted my research design and submitted it to the Ethics Committee. After I the research design was approved, I prepared

consent forms to be signed by the students (see Appendixes 1 and 2). All the students, both in the pilot and the main experiment, who were physically present in any of the recorded classes signed a consent form that permitted me to record them on video and audio. The questionnaires contained a similar consent form (see Appendix 3).

4.2.2. Video recordings

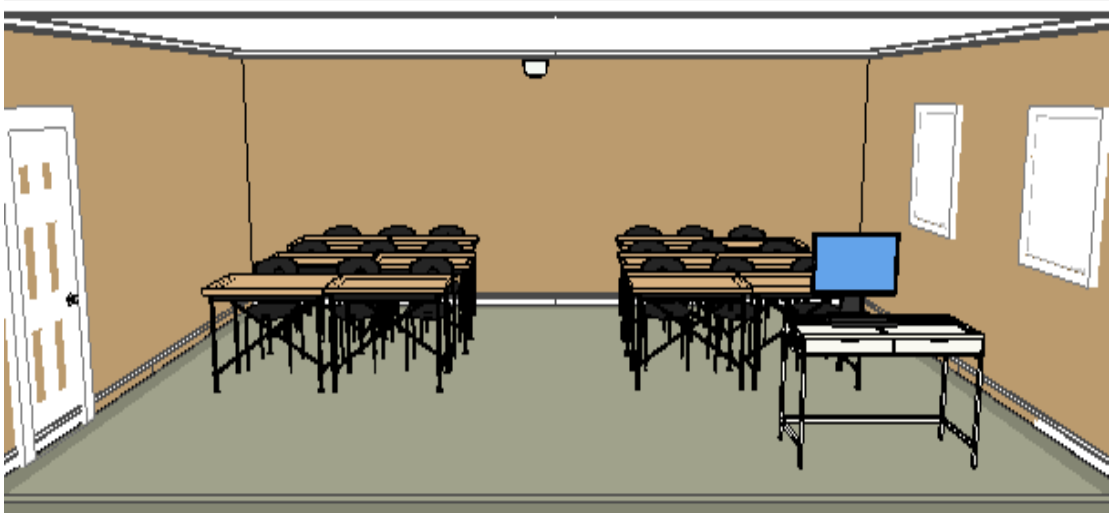
Recording a live class is not an easy undertaking. Passing the Ethics Committee is just one half of the problem: students also have their say. While the pilot and the main experiment were being carried out, some students decided that they did not want to appear in the videos, and thus stopped attending the classes. This was not evident at first, since the information was transmitted to me through their classmates. I suspect this was a minority, since the number of students attending the normal classes as compared to the students attending the classes during the experiment was roughly the same. I naturally could not deal with this problem, firstly because I did not know who those people were, and secondly, I do believe in freedom of choice and respect it.

Another issue with recording live classes is the obvious and natural inhibition of some people in front of a camera. This was not only problematic with students who participated in the pilot and the main experiment, but also with the teachers who were asked to participate in the first two recordings. There are no classrooms with hidden cameras in the faculty, so the camera had to be visible, next to the teacher's desk. That way it was facing the whole class. In the pilot, I accounted for that problem by asking two of my colleagues to let me record their sessions so that the students would feel at ease with the camera when they were taught by me, to which they readily agreed. In the main experiment, I was the teacher, that is, I was assigned the class for the whole semester. I told my students at the beginning of the academic year that I would carry out an experiment, so they were aware of that from the beginning. Also, I waited a month before I started to record them, so they would have time to settle down and get to know me better.

The cameras were borrowed from the university library. I reserved two Sony cameras, in order to have backup recordings. The cameras also had detached microphones, which were used when the students were too far and the camera did not capture the sound well.

The arrangement of the classroom was mostly conventional: a teachers' desk with a row of students' desks (see Figure 1). The students were free to choose their seats at the beginning of the academic year. Most of them stayed in the same seats throughout the experiment. Camera 1, which was placed to the right of the teacher's desk, was the main camera while Camera 2, which was placed on the teacher's desk, was the backup camera. The blackboard (in front of the class, partially covered with a screen and a corresponding projector on the ceiling) was used to project the Power Points with the grammar content. The door and the windows, when open, were sources of undesirable background noise in the videos, so they were usually kept shut.

Figure 1. Arrangement of the classrooms in all the classes in the two studies, pilot and main experiment



The video recordings also served as audio recordings, although a special audio recording device was used to record the class presentations. This was done basically because the students presented in front of the blackboard, and the two video cameras were too far away to capture the sound.

4.2.3. Questionnaires

Some maintain that "[l]anguage is an area in which lay people and specialists alike seem to hold extraordinarily stubborn beliefs" (European Commission 2011: 65). This makes students' beliefs about translation an important component of the study. That is why it became essential to ask the students about their beliefs about the role of

translation in an English as a foreign language class. These beliefs may be a product not only of previous experience, but also of transfer from another person's belief system. These other people are very often students' teachers, whose beliefs are in turn affected by various factors, such as their own experience, literature on the use of L1 and translation in foreign-language learning, their immediate superiors' (headmasters and the like) attitude and official guidelines with regard to the use of the L1. Before the experiment (both in the pilot and in the main experiment), I assumed that the students had had none or very little contact with translation, either in foreign-language learning or professional translation. This made me think that they would very probably have either no opinion about translation or perhaps a negative opinion. I decided to check whether it was so, and, in the case it was, whether close contact with translation would change their opinion about it.

Some of the questions in my questionnaire were adapted from Carreres (2006). In all, the questionnaire included 16 questions (see Appendix 3). It can be roughly divided into four major segments. The first segment addressed questions related to the respondents' personal data. Six questions such as name, age, sex, university, etc., were asked in this section. Since I was going to administer the questionnaire twice and I would need to know who responded to the first questionnaire in order to compare their responses to the second, I needed to identify who the students were. Therefore I asked them to include their name in the questionnaire. I also asked the students to specify which university they attended. This would let me see how many of the students in the group were locals and how many of them were exchange students. Next, I asked them in what year of studies they were at that moment. Since translation as a subject is included in the English degree program at the Universitat Rovira i Virgili in the third year, this information would tell me whether or not the students might have had preconceived ideas about translation, even if only as a professional tool. No doubt these ideas could easily be based on any type of translation use, even as a tool for teaching English. I also asked them to indicate their age in order to see whether the group was homogeneous in terms of that variable. The question that asked the students to indicate their sex would let me see the proportion of men versus women in the classroom, which predictably would be biased towards women. A study carried out by UNESCO showed that in 2008 women in 77 out of 84 countries of the world were likely to graduate in the field of education (Unesco 2012:

81-82). Likewise, a study carried out by the European Commission affirms that in 2008 in Europe "[i]n line with the trend over recent years, women clearly outnumber men in most academic fields including in *education and training where women make up almost 80% of graduates*; in health and welfare the figure is 76%; in *the humanities*, *69%*; and in social sciences, law and business, 62%" (Commission 2012: 175, emphasis mine). The last question elicited responses on the mother tongue of the participants. It sought to determine whether the group was homogeneous in terms of their L1. More specifically, it sought to ascertain whether there was one common language for the group and the teacher from which and into which translations could be made.

The second segment (Questions 1-7) mainly sought the students' beliefs about translation in foreign-language teaching. The third segment (Questions 8-12) addressed the students' beliefs about mental translation, while the last segment (13-16) was specifically designed for students who had already had translation classes as a professional subject. It was considered that these students would be able to give informed opinions on translation. It is important to highlight that access to subsequent questions depended on a positive response to Question 12, which asked whether students had attended translation courses (see Appendix 3).

All Likert-scale questions had five items, ranging from one to five, one being "Strongly disagree" or "Never", and five being "Strongly agree" or "Always". The central value 3 stood for "neutral", or halfway between a positive and a negative response rather than "I do not know" type of an answer. All 16 questions were marked as mandatory, but questions 3 and 4 also had optional items. These items aimed at eliciting additional qualitative data.

The pre-experiment questionnaire was administered, as the name indicates, before the experiment started, when the students had not yet had any contact with translation in the experiment. After the experiment finished, the students were given the same questionnaire with exactly the same items in it.

The surveys in the pilot study were distributed through the online survey tool Encuestafacil, which was accessible through the university account, while in the main experiment they were first distributed on paper and then manually fed into Encuestafacil. This was done for two reasons. Firstly, it was a way of keeping a

backup of the surveys, and secondly Encuestafacil performs descriptive statistical analyses with basic information such as means, standard deviation and sample size.

4.2.4. Interviews

An interview is a powerful data elicitation tool. Further, interviews permit the exploration of thoughts and the processes by which these thoughts are formed. However, it is sometimes questionable to what degree the respondents tell the truth. Therefore, some of the questions in the questionnaire were repeated in the interviews. Most importantly, the interviews played the role of deciphering the causes of the students' beliefs about translation as a foreign-language teaching tool. And science is all about knowing the "why":

> Science, after all, is fundamentally about process; learning why and how things happen is the soul of [a] discipline. You can't abandon the search for cause in favor of a dry documentation of pattern. You must take risks of uncertainty in order to probe the deeper questions, rather than stopping with sterile security. (Gould in Seliger and Shohamy 1989: 135)

Interviews are generally divided into three major groups: structured (when there is a rigid order of questions and the interviewer asks these questions in a sequenced manner), semi-structured (when there is a list of questions but the interviewer does not follow these strictly, which can result in deviations from the initial plan), and unstructured (which resemble a free conversation). For the purpose of the research, it was deemed advantageous to carry out semi-structured open-ended interviews, which would elicit as much information as possible but would still follow some sort of order (see Appendix 4).

4.3. Pilot study

In this section I am going to focus on the pilot study that was carried out in order to check the feasibility of the design for the main experiment.

A pilot study is "carried out to uncover any problems, and to address them before the main study is carried out" (Mackey and Gass 2005: 43). In my case, due to its one-shot nature, the main experiment did not permit any repetitions. Once the recordings of the classroom interactions were done, they were done for good: there was virtually no chance of repeating them. On the one hand, the restrictions imposed by the Ethics Committee limited the number of the recordings I was permitted to carry out; on the other, the difficulty of controlling the external variables made it to a certain degree meaningless to repeat the main experiment. That is why it was crucially important to check that the research design was scrupulously thought-through. On a more personal note, carrying out the pilot gave me the chance to improve my understanding of how to conduct an experiment involving human subjects. Looking at oneself in a recording can be a powerful means of self-improvement, both as a teacher and as a researcher.

4.3.1. Sampling

The experiment required students with a certain knowledge of English, that is, at least B1 or B2 level on the Common European Framework of Reference for Languages scale. This level was chosen in line with Källkvist (2013a), who carried out the experiment with high-intermediate to advanced students, justifying her choice by noting that even students that are at advanced levels of language learning are prone to commit certain mistakes. Students with this level of English are interesting in that they present a high level of knowledge of the language but there are still easily identifiable and generalizable fossilized errors.

The majority of the students chosen as subjects for the pilot study were in their second year of the undergraduate degree in English at Universitat Rovira i Virgili, with some students repeating the course and one student taking it in advance. The course that was chosen for the experiment was called "Llengua Anglesa 2" (English Language 2) and was in the second semester of the 2013-2014 academic year. It had been preceded by "Llengua Anglesa 1" in the first semester of the same academic year. Both courses focused on grammar, preparing students for their professional future as English-language teachers, where they are supposed to master metalinguistic talk. In this context, metalinguistic interaction was deemed communicative, since it

focuses on interaction that is real-world, communicative interaction. The choice of the semester was determined by purely logistical factors: the starting date of my research period was November 2013, that is, already in the middle of the semester, and my project first had to be cleared by the Ethics Committee. The pilot study then took place from 18 March 2014 to 8 April 2014. The course was taught by the head teacher, who was in charge of the theory sessions and practice Group 1, and the normal teacher, who was in charge of practice Group 2.

The total number of students that were taking the subject was 47: 15 (32%) men and 32 (68%) women. It is not a surprise that modern-language degrees are highly gender-polarized, females outnumbering males. The students were mostly aged between 19 and 21, a few being older than 25. The course comprised both theory classes and practice classes, which alternated with each other. The students took the theory classes as one group and the practice sessions in two different groups. The groups were formed on the basis of their grades: at the beginning of the academic year, the head teacher drew up two lists and placed students with similar grades in each, so it is supposed that initially the two groups were more or less equal in terms of academic achievement. After the groups were formed at the beginning of the course, though, some students changed their group due to practical reasons such as time availability. This created a marked imbalance in the practice groups, with 28 in Group 1 and only 19 in Group 2. It is noteworthy that most of the students were willing to join Group 1 on Mondays and Tuesdays (taught by the head teacher, who was also in charge of the theory sessions) because all their classes were then concentrated in the first half of the week. Since some students were coming from far-away areas, they contended that their desire to join Group 1 was merely to economize their effort and money. Both Group 1 and Group 2 were involved in the pilot study.

In the first year of their degree, all students had taken the courses Anglès 1 and Anglès 2 (English 1 and English 2 respectively), so their level of English fluctuated somewhere between B1 and B2 on the CEFR level. In the second year of their studies, students had two more English subjects, “Llengua Anglesa 1” and “Llengua Anglesa 2” (English Language 1 and English Language 2 respectively). By the end of the second year, students were supposed to have a consolidated B2 level.

4.3.2. Design of the pilot

As soon as I received the permission of the Ethics Committee to conduct the experiment, I asked the head teacher and the normal practice teacher if I could record their classes, to which both of them gave their consent. Since I was not the habitual teacher, I asked if I could record two sessions where the normal teachers were present. That would permit the students get used to my presence and to the use of a video camera. After the two sessions with the normal teachers, I taught four lessons: two with translation and two without (labeled as "Translation" and "English", respectively), in the order shown in Table 1.

Table 1. Order of classes with translation activities (Translation) and English only (English) in the pilot study

Week and Topic	Group 1	Hours	Group 2	Hours
Week 1: Position and Nature of Adjectives	Translation	2	English	2
Week 2: Question tags + Wh- questions	English	2	Translation	2
Total hours		4		4

As can be seen in the table, the same topic was dealt with in both Group 1 and Group 2. The research design was such that in Week 1, Group 1 had a class including translation activities while Group 2 had a class in English only. The following week the order of translation and English-only activities was switched, so that Group 1, which had had translation activities, was now having a class in English only, while Group 2 was having translation activities. That way, both groups would undergo both conditions.

The head teacher listed the units that were supposed to be taught during the semester, and I had full freedom of choice with regard to which grammar points I wanted to include. The main textbook was Hewings's *Advanced Grammar in Use* (2013), supplemented by exercises from Haines & Nettle's *Advanced Grammar in Use (Supplementary Exercises)* (2007). The typical format of the units in these course books is the traditional unit structure where the grammar is explained in gradual progression, followed by exercises to practice the newly acquired material. The exercises in these books are separate sentences that students have to alter in some way (put words in the gaps, reorder the words, change the word in the parentheses, etc.).

The teachers usually presented a PowerPoint on each new grammar topic. The students were requested to read the grammar chapters at home so that they could relate the new theory to what they had heard and seen in class, do the exercises both from the main course book and the supplementary exercises, and come to class to correct their work. Also, once the students came to class with their exercises done, the teachers usually repeated the grammar content. When asked why this was so, the head teacher explained that there was little time to cover all the content in the syllabus, so the only solution was to use the practice sessions for this purpose as well.

The choice of topics dealt with in these classes (Position and Nature of Adjectives, and Question Tags and Wh- Questions) was not accidental. These grammar items are among the most recurrent causes of errors as a result of a transfer from the students' L1. Källkvist states that "explicit contrastive input coupled with teacher feedback can facilitate the learning of areas of grammar where there are specific differences between the L1 and the target language" (Källkvist 2013a: 218). For example, in Spanish adjectives can be placed both before and after the noun, which also in some cases will result in a change of meaning (e.g., *"mi coche nuevo"*, which means a car recently bought, vs. *"mi nuevo coche"*, which means a car recently bought and which is new), whereas this is not the case in English. Compound adjectives were also dealt with in these classes. Duff recognizes that compounds cause problems:

> Compound expressions abound in English, and, because they are so deeply rooted in the structure of the language, they can prove frustratingly difficult to translate. Generally, the problem is not so much understanding what is meant as finding a suitably concise expression in the L1. How does one translate, for instance, *high-rise apartments for low-income families* [...]? (Duff 1989: 63)

Because of their perceived difficulty, I chose to include both compound and participle adjectives. Participle adjectives also present some difficulties for Spanish speakers, who more often than not do not know the difference between "bored" and "boring": it is not rare to hear them say, "I'm boring today". Question tags are a particularly difficult aspect of English for Spanish-speaking students, since in Spain tags are formed very differently, usually as simple expressions like "¿No?" and "¿Verdad?". The problem arises when students try to transfer these expressions into

English, which results in the substitution of question tags by literal translations "No?" and "Right?". Wh- questions also present problems for speakers of Spanish. For example, the Spanish constructions "¿Cómo es tu padre?" and "¿Cómo está tu padre?" are both transferred into English as "How is your father?", while in the first case it should be "What is your father like?".

After I decided which topics I wanted to include in my pilot, I proceeded to the creation of the exercises to present to my students in class. These activities had to be designed in a way that would allow the use of translation.

For the topic "Position and nature of adjectives" in Week 1, I decided to use a menu for the activities. Menus usually contain many adjectives and therefore a task based on this type of content would allow their inclusion. The idea of using a menu was picked up and adapted from Cook (2010: 149). The activity was designed in such a way that it would include translation with Group 1 and then be carried out in English-only in Group 2. For the purposes of reducing the number of variables that would affect the study, it was decided that the design of the class both for the translation activities and the English-only group would be similar, except for the use of translation. Thus, the class design for Group 1 with translation was as follows: I downloaded a real menu in English from the Internet. All the new words were presented to the students in the form of a glossary in order to minimize the focus on vocabulary. At the same time, students had to observe how the adjectives were placed and then categorize those adjectives. After the students had analyzed the English menu, I gave them a menu in Spanish. The students' task was, in groups of three, to translate ten dishes from the Spanish menu into English using the adjectives previously seen in the English menu or using their own adjectives in order to make the menu appealing. Since there were only five participants, there were two groups, one with three students and another with two. After finishing with the translation, each group would present their translation to the whole class, and the rest of the group would be required to complete the translations by giving more complex adjectives orally. The activity was designed to be performed as a competition, in a pursuit of the most appealing translation of the dishes.

In the same week, the class in English took the following steps. I gave the students the same real menu in English that I had given Group 1. In class, the English menu was discussed in terms of how the adjectives were placed. Then the students

were asked to categorize the adjectives. After they had analyzed the English menu, I gave them an alternative menu in English. The students' task was, in groups of three, to embellish three items from the menu using the adjectives previously seen in the English menu at the beginning of the class, or to come up with other adjectives in order to make the menu appetizing. After finishing with the exercise, each group would offer their version of the menu, and the rest of the group was required to complete this version with more complex adjectives. Again, the activity was designed to be performed as a competition.

Since I was experimenting with what kind of activity would attract student participation in my main experiment, in Week 2 I included a different activity, namely an interview. The idea of using interviews came from the *Common European Framework for Languages* (Council of Europe 2001: 87), section "Oral Mediation". Stern (1993: 184) classifies role-play, drama techniques, and scenarios as communicative activities, since they recreate real communicative situations. Therefore, in this experiment interviews were chosen as communicative activities. Further, Stern points out that role-play provides a context where language can be practiced in its entirety:

> The advantage of role-play lies in the fact that the use of language in a dramatic situation is likely to include the full complexity of language use: emotional overtones, posture, gesture, and appropriate actions. The more closely the learner can identify with the role or task, the more it provides a natural language experience. (Stern 1993: 199)

The interpreting task was deemed particularly suitable for teaching Wh-questions and question tags. Prior to the activity, I showed the students a video of a real interview, for reference. In the English-only class, the students were placed in pairs, four groups in total. They had to prepare interview questions in English in a way that would lead members of other pairs to make errors and fall into misunderstandings. I then asked the students to assign interviewers and interviewees within each pair. The design of the activity was such that I would ask an interviewer from one pair to interview an interviewee from another pair. That way the interviewee would not have thought of correct answers beforehand. The group was required to watch their peers perform in front of the class, and to note down any mistakes that

they made. These mistakes would then be discussed at the end of the class. The activity was again designed in the form of a competition to see which group made the most mistakes.

In the translation class, the same activity was carried out except that the students were placed in groups of three (interviewer, interviewee and interpreter) and they had the task of creating interview questions in Spanish with items that might be problematic in English.

Classes

On the very first day of the recordings, all the students who were present in class signed the consent form (see Appendix 1). In the subsequent sessions I asked the students who were not present on the first day to sign the consent form. By the end of the experiment, all the students had signed the form.

On the first recording day (Recording 1), I limited myself to silently observing (and recording) the head teacher's class. This class was dedicated to revising material that had already been seen, since the students were going to have a test in the following session. The teacher had asked the students to prepare questions on the grammar points seen in class, so each of them was supposed to read out one question, which was addressed to the group, not to the teacher. This would check how prepared the students were for the test. Obviously, there were also many questions addressed to the teacher, in an attempt to clarify the remaining doubts the students had before the test.

On the second recording day (Recording 2), I observed the class taught by the second teacher. This class was also in preparation for the exam, but the teacher delivered some theory content before the actual revision. In this class, there were fewer questions than in Recording 1, which could be explained by the fact that the second teacher used some of the time to discuss new grammar.

Immediately after the two recordings, I carried out the pilot study. The class program is outlined below.

Class program 20/03/2014: Translation

Hand out the attendance list and the consent form to be signed (5 min)

Theory: Position of Adjectives (40 min)

Create groups of 3-4 people.
Hand out the glossary (5 min)
Hand out the menu in English; ask students to identify the adjectives, to state their position and to identify their kind (15 min)
Give an alternative menu in Spanish and ask them to translate it into English, improving it with adjectives similar to those that appear in the English menu, so that it sounds appealing (20 min)
The groups compete with each other to show whose menu is the most appealing and how they solved the translation problems in the Spanish menu (35 min)

Class program 25/3/2014: English
Hand out the attendance list and the consent form to be signed (5 min)
Theory: Position of Adjectives (40 min)
Create groups of 3-4 people
Hand out the glossary (5 min)
Hand out the menu in English, ask students to identify the adjectives, say their position and identify their kind (15 min)
Give an alternative menu in English and ask them to improve it with adjectives similar to those that appeared in the English menu, so that it seems appealing (20 min)
The groups compete with each other to see whose menu is the most appealing (35 min)

Class program 3/4/2014: English
Hand out the attendance list and the consent form to be signed (5 min)
Theory: Tag questions and Wh-questions (40 min)
Task: An interview in English is shown on the screen that the students discuss in groups (5 min)
Students create their own interview in English within groups of no more than three people. Then they perform an interview in English, where there is an interviewer and an interviewee. Ten questions per turn (20 min)

The groups assign a speaker, who asks the questions created by the team to the speaker of another team, and vice versa. The point is to make as many tricky questions as possible. For example, How is your brother? / What is your brother like? (30 min)

Count the numbers of times the speaker understands the question wrongly, to make the activity look like a competition (20 min)

Class program 8/4/2014: Translation

Hand out the attendance list and the consent form to be signed (5 min)

Theory: Tag questions and Wh-questions (40 min)

Task: An interview in English is shown on the screen that the students discuss in groups (5 min)

In groups of no more than three people, students create an interview in Spanish with parts that might be problematic in English. They make the interpreter of the other group interpret it into English, and the interpreter must solve the problems thus created. In the one group there is an interviewer, an interviewee and an interpreter. The interviewer takes the interpreter and the interviewee from another group and vice versa, so they do not know the questions. Then they exchange groups and people. There are ten questions per turn (20 min)

The groups assign a speaker, who will ask the questions created by the team to the speaker of another team, and vice versa. The point is to make as many tricky questions as possible (for example, How is your brother? / What is your brother like?) (30 min)

The numbers of times the speaker understands the question wrongly is counted, to make the activity look like a competition (20 min)

With regard to attendance, on the first recording day with the head teacher (Group 1) there were 14 participants, while on the second recording day with the normal teacher (Group 2) there were only 8 participants, giving a total of 22 participants. A similar number of students attended the pilot: on the first day of the pilot in Week 1 only five participants showed up (Group 1 Translation), on the second day of the same week (Group 2 English) there were 15 participants (20 participants in

total). On the third day in Week 2 (Group 1 English) there were eight participants and on the fourth day (Group 2 Translation) there were 14 participants (22 participants in total).

Pre and post-pilot questionnaires

Before the students did any translation activities, I distributed the pre-experiment questionnaire on their opinions on translation, as well as some basic personal information (like name, age, mother tongue, year of studies). After the experiment, the students were asked to repeat the survey, so as to show whether or not their opinions on translation had changed after having English classes that included translation activities. The questionnaires can be divided into two major parts: biographical information, and 16 five-point Likert scale questions on translation (see Appendix 3).

4.3.3. Results of the pilot

Classes

After the classes were recorded, they were transcribed and analyzed. The analysis consisted of looking at the interactions in the classroom. The possible categories for the interactions were:

- Teacher talk
- Teacher-initiated student interaction
- Student-initiated student-to-teacher interaction
- Student-to-student interaction

The first category, "teacher talk", basically involves quantification of the amount of the teacher's talk in class (i.e., how much of the time the teacher spoke as compared to the other three categories). This category is purely informative, and was not analyzed in terms of content, since the analysis of teacher talk was not central to this research. The second category, "teacher-initiated student interaction", involves analysis of the interaction prompted by the teacher, for example a question asked by the teacher. In the case of multiple answers by the students to a single question asked

by the teacher, these were all categorized as teacher-initiated student interaction: in other words, a simple way of determining whether interaction was prompted by the teacher was to go back to the original question. The third category, "student-initiated student-to-teacher interaction", centers on student-initiated interaction originated without any external impulse from the outside, for example, a question that occurs to the student and is addressed to the teacher, or a commentary on a grammar point. The last category, "student-to-student interaction", focuses on interaction originated without any external impulse, but instead of being addressed to the teacher it is directed to a fellow student. It was deemed that student-initiated interaction could also cover student-student interaction. It is important to note that the in-group interaction was not included in the analysis.

The quantitative analysis used those four categories, while the last two categories, student-initiated student-teacher interaction and student-student interaction, were later merged into one.

The analysis of the class recordings was conducted in two complementary ways. In the first place, I was interested to see whether Communicative Translation activities would engender more student-initiated turns and also whether the participation rates would be higher in general when using translation activities. These preselected categories were complemented with an inductive approach in which I also analyzed the class recordings in terms of categories derived directly from the videos, in search of possible discoveries of how students use language in a grammar class.

The quantitative and qualitative data was analyzed with the help of the qualitative analysis tool Atlas.ti. This tool permits the coding of qualitative categories both in transcripts and on video and audio materials and thus facilitates in-depth quantitative and qualitative analysis of the class interactions. It has to be mentioned, though, that the four classes of the pilot were analyzed quantitatively together, although the class design was not completely similar (the last two classes in Week 2 contained interpreting activities, while the first two did not). The unequal group sizes, coupled with unequal class design makes it to a certain degree meaningless to conduct an analysis of statistical significance, for which reason only descriptive statistics will be employed in this section.

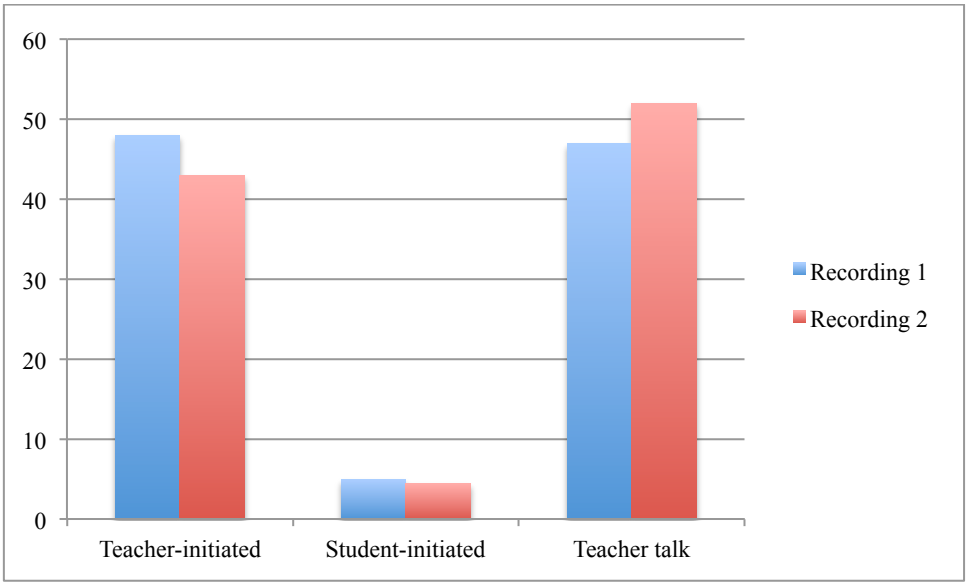
The analysis of the first two recorded sessions indicated that student-initiated interaction was around 5% of the total of number of turns (see Table 2).

Table 2. Class interactions in pre-pilot classes Recording 1 and Recording 2: raw numbers and percentages of turns

	Pre-pilot Recording 1 (N 14)	Pre-pilot Recording 2 (N 8)
Teacher-initiated interaction	166 (48%)	57 (43%)
Student-initiated interaction	17 (5%)	6 (4.5%)
Teacher Talk	160 (47%)	70 (52%)
Turns per student	13.0	7.8
Total	343	133

In Recording 1, out of the total of 343 turns, 166 (48%) were prompted by the teacher, usually in a form of a question. The number of student-initiated turns was as low as only 17 (5%) out of 343. The rest of the data correspond to teacher talk (160 or 47%). In Recording 2, the total of turns (133) was considerably lower than in Recording 1. Indeed, all the categories of turns were well lower than in Recording 1 in absolute numbers. The number of teacher-initiated turns was 57 (43%), as compared to 6 (4.5%) student-initiated turns. The rest of the data again correspond to teacher talk (70 or 52.5%). Although the total number of turns varies considerably across the two classes (which makes Recording 1 a much more dynamic class), there is a striking similarity between the percentages of turns taken in Recording 1 and Recording 2, as if there was a pattern of student-teacher behavior in class (see Figure 2).

Figure 2. Participation in pre-pilot classes in percentages



The analysis of the four classes of the pilot revealed that student-initiated interaction was more or less at the same percentage as in Recording 1 and Recording 2. In Group 2, the interaction levels were considerably higher as compared to Group 1. It can also be observed that, Group 2 performed slightly poorer than Group 1 in terms of student-initiated participation, both in classes with and without translation (see Table 3).

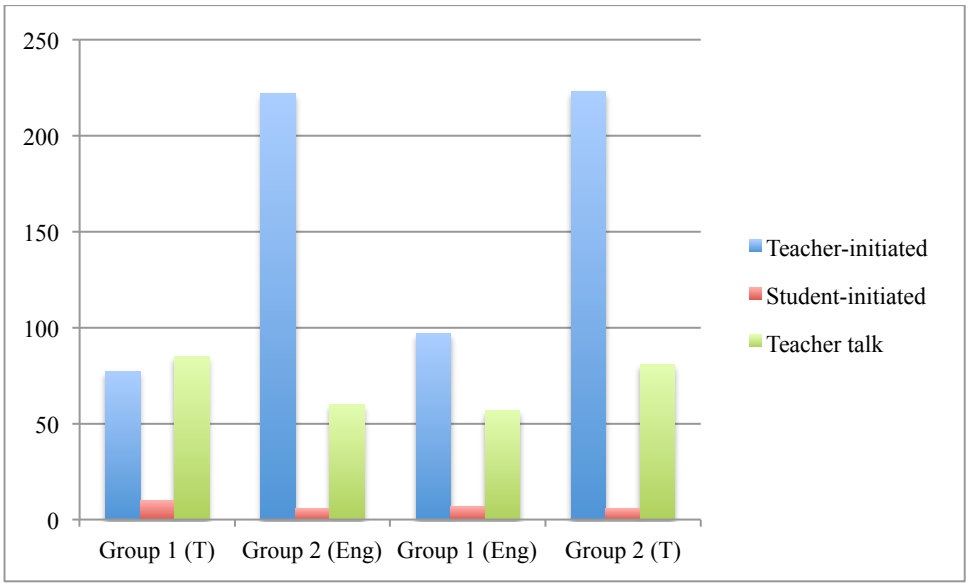
Table 3. Class participation in the pilot as raw numbers and percentages, by group and modality

	No. students	Teacher-initiated	Student-initiated	Teacher Talk	Total	Turns per student
Group 1 Translation	5	77 (44.76%)	10 (5.81%)	85 (49.41%)	172	17.4
Group 2 English	15	222 (77.08%)	6 (2.08%)	60 (20.83%)	288	15.2
Group 1 English	8	97 (60.24%)	7 (4.34%)	57 (35.40%)	161	13.0
Group 2 Translation	14	223 (71.93%)	6 (1.93%)	81 (26.12%)	310	16.3

One thing that catches the eye in Table 3 is that the two groups were asymmetrical with regard to the number of participants. In Group 1, there were 5 students in the session with translation activities and 8 students in the session in English only, while in Group 2 there were 15 students in the session in English only and 14 in the session with translation activities. The analysis of the data revealed that Group 1 performed more or less similarly under both treatments, while in Group 2 both the raw numbers of turns and their percentages are surprisingly similar under the two treatments.

One interesting observation is that the only instance in which teacher talk was higher than teacher-initiated student-teacher interaction was in Group 1 Translation. This might be due to the fact that it was the first day of the experiment, which led to lengthy explanations of what the experiment was about (see Figure 3).

Figure 3. Class participation in the pilot in raw numbers, by group and modality



On the basis of these observations it can be concluded that the reason for unequal performance across Groups 1 and 2 might lie in the different group size and the associated group dynamics beyond what kind of treatment was performed on the students.

Pre- and post-pilot questionnaires

The pre and post-pilot questionnaires were analyzed with the help of the statistical analysis tool Encuestafacil, and then using the statistical program R. The first questionnaire was administered to the students before the pilot. After the pilot was over, the students were asked to repeat the questionnaire in order to find out whether or not their attitude towards translation had altered in any way.

The pre-pilot questionnaire was initiated by 23 students, but only 19 completed it. One subject dropped out right at the beginning of the questionnaire, in the section where s/he was required to sign the disclaimer. Of the 19 respondents, 15 (79%) were in their second year, 3 (16%) in their third year, and one in their first year (5%). Regarding their age, 12 (63%) were 19, 3 (16%) were 21, 2 (10%) were 20, and another 2 (10%) more than 25. Regarding sex, 14 (74%) were women and 5 (26%) were men. All subjects had Spanish and Catalan as their L1.

As mentioned above, the first questionnaire gathered 19 responses, but the second questionnaire gathered 21. Of these 21, I manually chose those subjects who

had responded to both questionnaires, because both questionnaires contained responses with no matching first or second questionnaire. After having filtered all the subjects who had answered both questionnaires, I selected the subjects who had attended the classes of the pilot at least 50% of the time, necessarily in the Translation modality (which meant attending one class). The selection left me with a total of 14 respondents. Items 3, 4, 5 and 6 of the questionnaires directly addressed the students' attitudes to translation. Therefore, these are the questions that I looked at to measure whether or not there was a significant change in the students' opinions.

To measure whether or not there was a change in the students' attitudes towards translation after the pilot, I conducted a t-test for paired data. Question 3, "Translation from L1 into English is useful as a means of learning English", was not statistically significant (p=0.2). It can be observed that the means in both pre- and post-pilot questionnaires are rather high. Notwithstanding, there was a slight decrease of the mean in the second questionnaire, and slightly more agreement on the question. Question 4, "Translation from English into L1 is useful as a means of learning English" did not give any statistically significant differences (p=0.2). Here it can be noted that the mean of the post-pilot questionnaire rose slightly and there was more agreement on this question. Question 5, " Translating from L1 into English is useful in itself (i.e. not as a method for learning English)" was not statistically significant (p=0.4). In this question, the mean of the post-pilot questionnaire decreased, but there was more agreement on the question. Question 6, "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)" was not statistically significant (p=1). The means are exactly the same for both questionnaires, but there is more agreement in the second questionnaire (see Table 4).

Table 4. Means and standard deviation for questions 3, 4, 5 and 6

3. "Translation from L1 into English is useful as a means of learning English"			
Questionnaire 1	Mean=4.07	SD=1.14	
Questionnaire 2	Mean=3.71	SD=0.73	p=0.2
4. "Translation from English into L1 is useful as a means of learning English"			
Questionnaire 1	Mean=3.57	SD=1.28	
Questionnaire 2	Mean=3.86	SD=0.86	p=0.2
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"			
Questionnaire 1	Mean=3.64	SD=1.08	
Questionnaire 2	Mean=3.43	SD=0.76	p=0.4
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"			
Questionnaire 1	Mean=3.57	SD=1.02	
Questionnaire 2	Mean=3.57	SD=0.65	p=1

As seen above, no statistically significant change in their opinion on translation was spotted. These results might be due to a small sample size and certainly to a limited duration of classes (one class with translation per group).

4.3.4. Correction of the research design

In the pilot study, the teaching of theory was an integral part of the practice sessions. According to the teachers who normally teach the course, there was not enough time to explain all the material in just one hour, so they typically would use half of the practice session to provide more theory. For my research, that meant taking away almost half of the already scant time that was at my disposal for the practice sessions. However, the students had a very strict program to accomplish, and I could not change the lesson plan completely. The only solution was to keep the theory short. In the main experiment, I kept in mind that me explaining the theory would undesirably occupy a lot of time that could otherwise be used for practical activities. Therefore, in the main experiment, I opted to exclude explicit theory explanations, since the students had to read the theory before coming to class anyway. In terms of content, it was decided that in the main experiment the classes would include the interpreting activities that were performed in the second week of the pilot, because the activity in

the first week (translating a menu) was eventually deemed to be focused more on the final product, which could potentially distract the students from focusing on form, that is, the grammar under study during class.

The pilot helped me to see that attendance rates were quite low in some cases. Moreover, as evidenced by the results of the pilot study, with such a big difference in group size it is indeed very hard to control for the group dynamics variable. Therefore, it was essential to have a similar number of participants in the two groups in the main experiment. Student-initiated participation rates were also low, as evidenced by the analysis of the data. There could be multiple reasons for low participation, ranging from student personalities, the white-coat effect (i.e., a state of inhibition when facing a researcher), the effect of an unknown teacher, to a sense of irrelevance of the research to their final exam. The only thing that I could minimize was the stranger effect. After I finished the pilot, I asked the department to let me teach the whole course, so that the students would feel more at ease participating in class. Also, one of the pilot sessions showed that waiting for students to participate voluntarily was not producing the desired results. In the main experiment, I decided to make students participate by turns.

Bilingualism is the norm rather than the exception in Catalonia, where Spanish and Catalan are co-official, and where both languages are taught in schools until students attain proficient levels. In the pilot, students were told to translate into Spanish, but some chose to translate into Catalan. As a result, two of the six interviews performed in class were done in Catalan. Since there were no Erasmus students in class (Erasmus students do not normally speak or understand Catalan), this was not a major problem in terms of a shared L1. As a consequence of the interpreting activities, I decided to add the H_3: In an English as a foreign-language classroom, student-initiated interaction is greater in comprehension-based activities (into the L1) as opposed to production-based activities (into the L2).

With regard to the surveys, instead of sending out a link to the students, as was done in the pilot, in the main experiment I distributed the questions on paper in class. This was in order to obtain more responses, which I would then feed manually into the survey tool Encuestafacil. Moreover, I realized that I needed qualitative data on the students' perception of translation, since there were two cases in particular that caught my attention: one was a student who had responded negatively to all questions

on translation in both pre and post-pilot questionnaires, and the second one marked Question 1, "Translation should be taught as part of an undergraduate degree in English Studies" as "Always" or 5 on the Likert scale in both pre- and post-pilot questionnaires, while the rest of her responses were mere 3-s in the first questionnaire and 4-s in the second. These radical attitudes were interesting in themselves, so I needed to get more qualitative data by conducting interviews with key subjects. These interviews would hopefully give me deeper insight into the reasons for such radical opinions on translation. Also, because no statistical difference was found in the students' opinions, it was hoped that with a longer experiment and with more dynamic translation classes this attitude might change. Therefore, the preparation of the main experiment became even more important.

As a teacher and a researcher at the same time, I learned a number of things from the pilot. It is truly surprising how teachers do not usually suspect how much of the class time they spend talking, so one of the major lessons learned from the pilot was that the class should be much more student-centered. Another lesson was that unless you tell students to participate (sometimes even pointing at them individually), open questions directed to the whole class are usually left unanswered. Here I recognize that since I was analyzing class interactions I was attempting to be as neutral as possible, trying not to push the students. On the other hand, since this was a real learning environment, I was aware I had to keep things as natural as possible. Teachers usually do not want complete silence in a classroom, where you can hear a fly buzzing while a question is asked. It was particularly difficult to make students participate in response to one of their fellow students. The student culture has an unspoken code according to which no student should say anything that might reflect badly on a fellow student. The solution was to make it understood that the point was not to pass judgment on fellow students, but to complete information and to give alternative versions to original contributions.

4.4. Main experiment

This section describes the main experiment, much of which was carried out on the basis of the pilot study and the experience gained from it. Investigating students is not an easy undertaking, even more so when the researcher is already aware of the

limitations of the study. Therefore, in the main experiment I tried to cater as much as possible for even the smallest nuances, provided that those nuances were controllable.

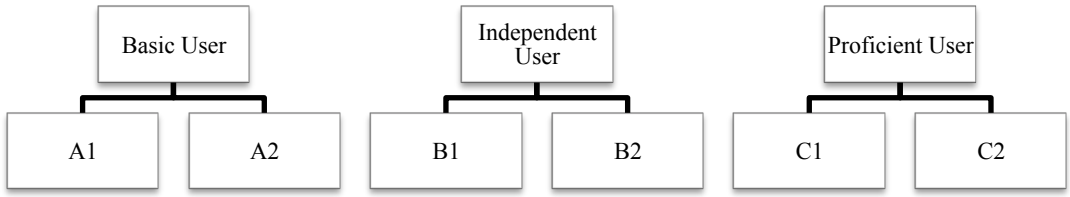
4.4.1. Sampling

After the pilot study was carried out, I asked the head of the Department of English and German Studies to let me teach the subject "Llengua Anglesa 1" for a whole semester in the second year of the English degree. I expected that being the normal teacher as well as the researcher would lower much of the observed white-coat effect in class, that is, the students would not feel repressed when facing an unfamiliar person nor would they be in the dark about why they are doing it. Eventually, I took charge of the first part of the same subject that I had taught in the pilot study ("Llengua Anglesa 2"), "Llengua Anglesa 1" in the 2014-2015 academic year. The main experiment then took place from October 2014 to December 2014. The choice of the subject was again due to logistical factors: I could not wait until the second semester to carry out the experiment (which would be exactly one year later than the semester when I carried out the pilot study), since I had limited time to finish my thesis. Similar to the context in the pilot, the subject was form-focused and aimed at improving the students' metalinguistic skills, since they were going to be teachers of English. Thus, from the outset, the students were prepared for this type of interaction.

I taught the subject "Llengua Anglesa 1" together with the head teacher, who was in charge of the theory sessions on Wednesdays and practice sessions on Mondays and Tuesdays, while I was in charge of the practice sessions on Thursdays and Fridays. As before, the whole group (61 enrolled students in total, of which four eventually dropped out) took the theory sessions together on Wednesdays, while they were placed in two different groups for the practice sessions. I asked the head teacher to place the students in the two groups according to their grades, as was done with the group in the pilot. Since there are studies that show that there is positive relationship between academic achievement and language proficiency (Sahragard et al. 2011), it was hoped that having a similar level of proficiency in English would allow me to control the proficiency variable—here "proficiency" is understood as levels of proficiency stipulated by *The Common European Framework of Reference for*

Languages (Council of Europe 2001) and classified according to three levels and their subsequent sublevels (see Figure 4).

Figure 4. Language proficiency levels as stipulated by *The Common European Framework of Reference For Languages* (CEFR) (Council of Europe 2001)



The subject "Anglès 2" that preceded the subject "Llengua Anglesa 1" had as its goal to reach B2 level by the end of the subject: "The course aims to achieve the capacities and strengths of an independent user (B2) on the CEFR scale" (Educational Guide of the subject "Anglès 2": 2013). Hence, it was assumed that all the students were around B2 level and that their grades were indicators of how close or how far away they were from B2.

In order to distribute the participants into the two practice groups in such a way that the two groups would be equal in terms of their grades, I looked at the grades they obtained in the subject immediately preceding the subject in which I carried out the experiment ("Llengua Anglesa 1"). Although the two practice groups were formed on the basis of their grades in the English subject preceding "Llengua Anglesa 1" and therefore were similar in terms of academic achievement, around 20% of the students changed their group in the first week of classes. Nothing could be done to keep them in their assigned groups, since they refused to come to class at all if they were not moved to the group they wanted. Even though many of the students changed their group, the two practice groups remained fairly equal in terms of their grades: the average grade of Group 1 was 7.28 out of 10, while the average grade of Group 2 was 7.04. The average is calculated for the 53 students in the English degree program. Group 2 also had four other students from the Catalan degree program who had not taken the subject "Anglès 2" and therefore there were no grades for those subjects (see Table 5).

Table 5. Descriptive statistics of the grades in both groups for the subject "Anglès 2"

	N	Mean	SD	Min	Median	Max
Group 1	28	7.289	1.246	5	7.5	9.5
Group 2	25	7.048	1.624	5	7.6	9.8

There were 61 students enrolled in the subject, of which 43 (70%) were women and 18 (30%) were men. This distribution is in line with that of the pilot. Of the total of 47 students who responded the questionnaire, 40 were in their second year of studies, although one was taking the course in advance and six were in the third year and were thus repeating the subject. The majority of the students were aged between 18 and 20, a few being older than that.

One important difference with the pilot study was that there was one Erasmus student taking the subject. The student came from Université de Rouen in France, but she was Chinese by origin. While she was a proficient speaker of Spanish, she did not speak a word of Catalan. It was only logical to decide that no translation should be done into Catalan, since the rest of the students were all proficient speakers of both Catalan and Spanish.

4.4.2. Design of the main experiment

On the opening day of the semester (7 September 2014) and a month before the experiment took place, I accompanied the head teacher to present the subject to the students. While giving basic information about the course, the head teacher (whom they knew from their first year of studies at the university) explained who I was and the purpose of my research. I took the floor to present myself to the whole group, and I explained to them how important their participation was not only for me as a doctoral student, but also for them and students like them, since my research sought ways of improving class participation. I also showed them the schedule of when I was planning to carry out the experiment, and I explained that it involved being recorded on video and audio. That way I ensured that the experiment was not a surprise for them, as had been the case with the pilot, and that they would have a whole month to get used to what their role was and whether or not they wanted to be part of the experiment. On the same day, the students were given the research participant release

form to sign. The form stated very clearly that the students participated in the experiment *voluntarily*, and I also explained to them that there would be no negative consequences for them or for their grades if they decided to cease participating.

Since I also wanted to control for the teacher variable, I asked the head teacher to let me teach her practice sessions with Group 1 on Mondays and Tuesdays. I did not teach the theory sessions because those one-hour sessions were designed to make students take notes and listen to the teacher, and therefore did not aim at being dynamic from the perspective of teacher-student interaction. Moreover, the students were required to read the contents prior to these sessions (which they almost never did), so it was assumed that they came to class to silently reinforce their knowledge of the topic.

The design of the main experiment replicated that of the pilot in that practice Groups 1 and 2 had the same conditions and did the translation activities and English only in a sequenced manner (see Table 6).

Table 6. Order of classes with translation and English in the main experiment

Week and Topic	Group 1	Hours	Group 2	Hours
Week 1: Modals 1	Translation	2	English	2
Week 2: Modals 2	English	2	Translation	2
Week 3: Reported Speech	English	2	Translation	2
Week 4: Passives	Translation	2	English	2
Total hours		8		8

Once more, the main textbook was Hewings's *Advanced Grammar in Use* (2013), supplemented by exercises from Haines & Nettle's *Advanced Grammar in Use (Supplementary Exercises)* (2007). The topics that were covered in class were not chosen accidentally. In the same manner as in the pilot, the choice was justified by the relative difficulty that the topics had for speakers of Spanish. It was impossible to repeat the topics that were dealt with in the pilot, for the simple reason that they had been the contents of the second semester, while the main experiment was being carried out in the first semester. Modals were chosen because, while English has multiple ways of expressing modality, in Spanish the most frequent modal that expresses all that diversity is "poder". Thus, Spanish speakers run the risk of having a very scant array of modals in English if they are stuck with translating mentally everything from "poder" into English. The topic "Modals" was used twice in the

experiment. This was due to the fact that the topic itself was quite extensive and it conveniently presented contrasts with the Spanish language. The second topic was "Reported speech", the main difficulty of which lies in the ability to produce correctly in English the concordance between tenses. The third topic was "Passives", which are much more common in English than in Spanish. If students are not aware of this difference, they might be tempted to follow the Spanish pattern and disregard the variety of ways in which passives can be formed in English. That, in its turn, might lead to unsuccessful learning of passives.

Classes

As soon as I decided on the topics that would be dealt with in class, I set out to prepare the activities. As a starting point, no time was dedicated to the theory at the beginning of classes as had been done in the pilot. This would hopefully reduce much of the teacher talk observed in the pilot study. The following is a breakdown of the activities and the amount of time allotted to each:

> Lesson plan 7/10/2014 "Modals 1" with translation activities (Translation)
> The attendance list is handed out and the consent forms are signed (5 min)
> Task: The students are shown examples of how modals are used in English and are required to analyze and translate them orally into Spanish, then include the verbs in a comparative grammar of modals in English and Spanish. (40 min)
> Students plan an interview in English, working in groups of three. For example, the interviewer is asking a European minister for an opinion on what would happen if Catalonia became an independent country. The students' task is to write down ten questions that include modals. They can, for example, use polite sentences like, "Could you please tell us", including as many modals as they can. (20 min)
> The groups of three perform an interview in English, with an interviewer, an interviewee and an interpreter. The procedure for the interviews is the following: the groups assign a speaker, who asks the questions created by the team to the speaker of another team, and vice versa. The point is to ask as many tricky questions as possible in order to confuse the interpreter. The

whole group is required to follow their peer's performance and note down any mistakes and correct them, which makes the activity look like a competition in that the groups compete to obtain fewer mistakes. There is a follow-up discussion of how those mistakes can be amended.

Lesson Plan 09/10/2014 "Modals 1" in English only (English)
The design of the lesson plan in English only replicated the design of the lesson plan with translation, except that there was no comparative glossary in the first half of the session and there was a discussion of the modals in English. Also, in the interviews the groups were made up of two people instead of three, since there was no interpreter involved in the interactions.

Lesson plan 16/11/2014 "Modals 2" with translation activities (Translation)
The lesson plan for this class consisted of the same steps described in Lesson plan 7/11/2014 with translation activities, except that the last activity was a job interview.

Lesson Plan 14/11/2014 "Modals 2" in English only (English)
The design of the lesson plan in English replicated the design of the lesson plan with translation, except there was no comparative glossary and the interviews were carried out in groups of two, with no interpreter.

Lesson Plan 18/11/2014 "Reported speech" in English only (English)
The design of the lesson plan in English replicated the design of the lesson plan with translation, except there was no comparative glossary and there was no interpreting during the class presentations.

Lesson Plan 20/11/2014 "Reported speech" with translation activities (Translation)
The lesson plan for this class consisted of the same steps described in Lesson plan 7/11/2014 with translation activities, except that the last activity consisted of interpreting in informal situations (for example, between an exchange student and a local student).

Lesson Plan 25/11/2014 "Passives" with translation activities (Translation)
The lesson plan for this class consisted of the same steps described in Lesson plan 7/11/2014 with translation activities, except that the last activity was a court trial with an interpreter.

Lesson Plan 27/11/2014 "Passives" in English only (English)
The design of the lesson plan in English only replicated the design of the lesson plan with translation, except that the trial was in English only.

With respect to attendance, in the first week of the experiment there was a total of 24 participants, 12 in Group 1 and 12 Group 2. In the second week attendance rose to a total of 31 participants, 16 in Group 1 and 15 in Group 2. In the third week of the experiment (which coincided with a student strike) attendance dropped to 17: 8 in Group 1 and 10 in Group 2. And in the last week there were 23 participants, 13 in Group 1 and 10 in Group 2. As can be seen, attendance rates in Groups 1 and 2 were fairly balanced, which was a positive factor in terms of group size and group dynamics (in the pilot, attendance rates were extremely unequal across the two groups, so group dynamics were quite different, which was probably what led to different interaction patterns).

Pre and post-experiment questionnaires

Taking advantage of the fact that on the first day of class (September 7, 2014) the majority of the students were in class, I distributed the pre-experiment questionnaire on paper. Later that day I sent the absent students the link to the questionnaire. After the experiment was over, I repeated the procedure. The survey was the same one that was administered to the students in the pilot study. Again, the questionnaires were divided into two major parts: personal details and 16 five-point Likert scale questions on translation. Students who had never had translation classes at any level of their formal training (such as school or at university level) were required to complete the questionnaires only until Question 12.

Interviews

As shown by the pilot, there was a need to inquire into how students viewed translation when it was present in their English classes. I devised semi-structured interviews for the key respondents of the survey, who were selected on the basis of their results in the questionnaires: I selected those who had a very marked attitude towards translation in foreign-language teaching, either for or against, and in some cases where the attitude was too neutral. It was hoped that these key participants would shed light on what convictions were behind radical attitudes towards a tool that many of them had seen for the first time in the experiment. I devised an interview consisting of ten questions, based on Liao's interviews (2006) (see Appendix 4). The interviews were audio- and video-recorded with the same cameras that were used to record the classes. It was estimated that the interviews would last around 20 minutes, which was communicated to the students via email prior to the interviews.

As mentioned, the students were selected for the interviews on the basis of their responses to five key questions in the pre- and post-experiment questionnaires (see Table 47 in the chapter on results). All in all, 15 students were elected for the interviews, but only nine expressed their willingness to participate. This low feedback rate was probably due to the fact that the semester was coming to an end and many students were taking their last exams, after which they would leave on winter break.

4.4.3. Transcription analysis

Once the video and audio recordings were done, I proceeded to the transcription of the data. All the videos and audios (which were the backup recordings in case the video cameras did not capture the sound well) were transcribed and coded.

With regard to student identification in the transcriptions, each student was assigned a number (S1, S2, S3, etc.), which was then maintained in all the documents in order to identify the same student in different situations (mainly classes and interviews). This would help keep track of any changes produced in the behavior or opinion of the student.

Since the transcription of words presents its complexity, it is important to highlight how it was done. First, I transcribed all the videos. As I had decided to narrow my study down to spoken interaction, extralinguistic and paralinguistic details were not considered as part of my study and therefore were not noted down.

Occasional annotations of extralinguistic or paralinguistic details were meant to remind me later of the particular situations in class. Contractions presented an obvious problem since some of them enclose two separate words. For the sake of precision, I transcribed all the words as they were produced, including the contractions. However, instead of counting contractions as one single word, I counted them as two, again for the sake of precision.

Subsequently, all the transcriptions were fed into Atlas.ti, where I proceeded to the coding of both quantitative and the qualitative categories. The main codes that I created in Atlas.ti were: teacher-initiated interaction, student-initiated interaction, student-student interaction, and codeswitching. It is important to highlight that the tool permitted me to group all the codes together and extract them in the form of lists for further analysis.

5. Results of the main experiment

This chapter provides the results of the main experiment. In subsection 5.1 I present the quantitative results of the experiment, while subsection 5.2 deals with the qualitative results.

Since the design of the main experiment replicated the pilot study to a great degree, the analysis of the data also repeats the steps of the pilot, but adds new ones.

In consideration of the amount of transcribed data that are presented in this chapter, I would like to specify that all the transcriptions have been kept in their original form, that is, they have not undergone any linguistic or stylistic correction, unless otherwise stated in the corresponding segment.

5.1. Quantitative results

This section sets out the quantitative results of the study. Quantitative research produces measurable data, which in its turn provides points of comparison on the issue under study. Here three sets of data are analyzed quantitatively: the pre-experiment questionnaire, the recordings of class interactions, and the post-experiment questionnaire.

5.1.1. Pre-experiment questionnaire

The pre-experiment questionnaire gathered 50 responses (82% of the total number of enrolled students), although only 47 of the respondents finished the questionnaire. This means that three left some of the questions blank, hence the different number of respondents for some of the questions. In this section, I will take into account all the responses gathered in the pre-experiment questionnaire *without* matching it with the post-experiment questionnaire, since showing the results of the pre-experiment questionnaire will give a slightly wider picture (because of the greater number of respondents) of what students believed about translation in foreign-language teaching,

or more exactly, what their expectations were before having translation in their language classes.

Of the 50 respondents, 49 (98%) were students at the Universitat Rovira i Virgili, and only one (2%) was an exchange student of Chinese origin whose home institution was the Université de Rouen, France. Of these, 48 students had Spanish and Catalan as their L1s, while the Chinese exchange student had Chinese as her L1 and there was also a student who mentioned Portuguese as her L1. The latter two students, however, spoke good Spanish, so they posed no problem whatsoever in the classes that used translation. The majority of the students were aged between 18 and 22, with a few older than 25. The mean age of the total of 47 respondents was 19.91 (SD=1.69). Of the 47 respondents, 41 (87%) were in their second year, one (2%) in her first year and thus taking the subject in advance, and five (11%) were in their third year, presumably repeating the subject. There were 11 men (23.5%) and 36 women (76.5%), which roughly coincides with the sex distribution in the pilot study.

5.1.1.1. Translation as part of the undergraduate degree

Question 1 asked whether translation *should* be taught as part of an undergraduate degree in English Studies. Here there was disagreement between the respondents: 17 (36%) said "Neither agree nor disagree", and 28 (60%) were positive overall, with 15 (32%) responding "Agree" and 13 (28%) responding "Strongly agree". Only one student (2%) said "Disagree", and another (2%) "Strongly disagree".

5.1.1.2. Previous experience with translation in language learning at university

Question 2 read, "Translation activities are part of the activities I have done in university courses designed to improve my English grammar and use." The majority of students (40 respondents, 85%) said "Never" or "Almost never", and only one (2%) said "Almost always". When I checked who the latter student was (and expecting to see the Chinese student's name on the questionnaire), to my surprise I found it was one of the students in the English degree at the URV, which led me to think that this student either did not understand the question or that he did not answer it sincerely. Another six (13%) respondents responded with "Every once in a while",

which can be understood as translations presumably being used occasionally in their English classes.

5.1.1.3. Beliefs about translation as a foreign-language teaching tool

All in all, there were three questions in the form of statements that directly addressed the students' beliefs about translation in foreign-language learning. These were questions 3, 4, and 7 (see Appendix 3).

Question 3, "Translation from L1 into English is useful as a means of learning English", obtained an overall positive response: 14 (30%) answered "Strongly agree", 19 (40.5%) answered "Agree", 11 (23.5%) answered "Neither agree nor disagree" and only three (6%) students answered "Disagree". Nobody selected the option "Strongly disagree".

Question 4 read, "Translation from English into L1 is useful as a means of learning English", to which 11 (23.5%) responded "Strongly agree", 20 (42.5%) responded "Agree", and 14 (30%) responded "Neither agree nor disagree". There were two (4%) negative responses ("Disagree") to this question, but no "Strongly disagree" answers.

Question 7 read, "Please rate the speed at which you think you learn English when doing the following activities", and then presented seven options, in the following order: Grammar class, Conversation class, Literature class, Translation activities, Reading, Watching films/series in English, Watching films/series in English with subtitles in my L1, and Watching films/series in English with subtitles in English. The responses were as follows:

Grammar class: This option was quite controversial, with 22 (47%) participants responding "Average", while a total of 18 (40%) responded "Fast" or "Very fast". A total of six (13%) respondents chose the option "Slow" or "Very slow".

Conversation class: There was more agreement on this question, with 34 (72.5%) of respondents choosing either "Fast" or "Very fast". Of the rest, nine (19%) answered "Average", while four (8.5%) respondents chose either "Slow" or "Very slow".

Literature class: Again, this question elicited quite varied responses. A total of 20 (42.5%) of the respondents indicated "Slow" or "Very slow", 13 (27.5%) indicated "Average", and 14 (30%) chose "Fast" or "Very fast".

Translation activities: A total of 28 (59.5%) answered "Fast" or "Very fast", 12 (25.5%) answered "Average", and a total of 7 (15%) were negative, responding either "Slow" or "Very slow".

Watching films/series in English: A total of 31 (66%) respondents were positive about this option, choosing either "Fast" or "Very fast", 13 (28%) marking "Average" and only 3 (6%) choosing "Slow". Nobody chose the option "Very slow".

Watching films/series in English with subtitles in my L1: Again, this question was met with much disagreement. A total of 25 (53%) respondents marked the option "Fast" or "Very fast", 12 (26%) marked "Average" and 10 (21%) marked "Slow" or "Very slow".

Watching films/series in English with subtitles in English: This option was generally popular with 35 (74.5%) respondents marking the options "Fast" or "Very fast". Another 8 (17%) responded "Average", and 4 (8.5%) responded "Slow". Nobody chose the option "Very slow".

5.1.1.4. Beliefs about translation as a skill in its own right

The set of questions about translation as a skill included Questions 5 and 6. These questions aimed at finding out whether the students believed that translation is a useful skill in itself, that is, not as a method of learning English. Question 5 "Translating from L1 into English is useful in itself (i.e. not just as a method for learning English)", obtained quite varying responses. A total of 5 (11%) respondents marked the question as "Disagree", 16 (34%) respondents chose "Neither agree nor disagree", 12 (25%) respondents chose "Agree", and 14 (30%) chose "Strongly agree". Hence, the majority (55%) agreed translating from L1 into English was a useful tool in itself.

Question 6, "Translating from English into L1 is useful in itself (i.e. not just as a method for learning English)", was similar to Question 5 in that there was a variety of opinions. A total of three (6%) students responded "Disagree", 16 (34%) responded "Neither agree nor disagree", 18 (38%) responded "Agree" and 10 (21%) responded "Strongly agree". Thus, again, the majority (59%) agreed that translating from English into L1 was useful in itself, i.e., as a skill in its own right.

5.1.1.5. Beliefs about mental translation

All in all, the questionnaire included four questions that addressed the issue of mental translation in relation to the four skills: reading, writing, speaking and listening. In their responses to Question 8, the majority of the students responded that they did not engage in the practice of translating from their L1. To the question "When I read texts in English, I find that I am mentally translating the text into my L1", a total of 31 (66%) responded "Never" or "Almost never", 8 (17%) said "Occasionally", and the same number, i.e., a total of 8 (17%) responded "Always" or "Almost always".

Question 9 read, "When I write texts in English, I find that I am mentally translating the text from my L1". Again, the majority 24 (51%) responded "Never" or "Almost never", 13 (28%) responded "Occasionally" and 10 (21%) said "Always" or "Almost always".

Question 10 presented the statement, "When I speak in English, I find that I am mentally translating the text from my L1". This also gathered negative responses: 26 (55%) responded "Never" or "Almost never", 13 (28%) responded "Occasionally", and 8 (17%) said "Always" or "Almost always".

The last question in this section, Question 11, read, "When I listen to texts in English, I find that I am mentally translating the text into my L1". This statement also gathered mainly negative results: a total of 29 (62%) responded "Never" or "Almost never", 10 (21%) responded "Occasionally" and 8 (17%) "Always" or "Almost always".

It is remarkable that the majority of the students rejected the idea that they translate mentally, and the number of those who admitted translating mentally fluctuated somewhere between 17% and 21%.

5.1.1.6. Participation in courses on translation as a skill in its own right

Of the 47 responses to Question 12, "Have you attended courses in your degree that are specifically on translation (not for learning English)?", only one (2%) responded positively. This student was the Chinese exchange student. This was almost as expected: since the majority of the students were in their second year, they had not yet had the chance to take the translation courses (which are delivered from the third year of the English degree at the Universitat Rovira i Virgili, one of them being a mandatory course, meaning students have to take it before they finish their degree). As for the five students who were in their third year, it is probable that they had not taken a translation course because of their very tight schedule as a result of the course that they were repeating.

5.1.1.7. Questions relative to translation as a professional skill

Since only one student responded to Questions 13-16, I will briefly present the results. However, they are not representative and cannot be taken into account.

The student responded "Neither agree nor disagree" to the Question 13, "The translation courses I have taken have prepared me for the professional practice of translation". Further, he answered "Agree" to Question 14, "The translation classes I have taken have given me skills that are useful for activities other than translation". The student's responses to Question 15, "To what extent do translation activities (in general) help develop the following skills?" were positive (5 on a 1 to 5 Likert scale, where 1 was "Strongly disagree" and 5 was "Strongly agree") for the categories "Writing in English", "Reading in English", "Speaking in English", "Listening in English" and "Understanding English grammar". Further, he marked with a 4 the option "Understanding English-language cultures". The options "Listening in L1" and "Fluency in written English merited a 3, while "Writing in L1", "Reading in L1" and "Speaking in L1" were marked with a 2, and no option was marked with a 1. Since this question was not mandatory, the respondent could mark as "I don't know" the options he was not sure about. These options were "Adapting the message to the receiver", "Rendering messages, not words", "Understanding cultural differences", "Understanding linguistic differences", "Correcting L1 interferences in English" and "Correcting English interferences in L1".

The student also responded positively with an "Agree" to Question 16 "I enjoy translation classes."

5.1.2. Recordings of class interactions

The quantitative analysis of the recordings in the main experiment replicated the analysis performed in the pilot study. It consisted of quantification of the turns analyzed in the pilot study:

- Teacher talk
- Teacher-initiated student interaction
- Student-initiated student-to-teacher interaction
- Student-to-student interaction.

The first category, teacher talk, is understood here both as a communicative and an interactive category, as the teacher communicated content to the students, such as basic course information, grammar theory, and announcements. Undoubtedly, it can eventually lead to interaction; for example, a student can ask for clarification of a specific question. On the other hand, teacher talk is also an interactive category, especially during the exercises, where teacher support was indispensable for the correct development of the classes. Therefore, the quantitative data show how much time the teacher spoke during class time. Since I performed action research, this information was primarily of interest to myself.

As in the case of the pilot analysis, it was deemed that the last two categories, student-initiated student-to-teacher interaction and student-to-student interaction, could be merged into one since there was very little student-to-student interaction outside group work.

5.1.2.1. Turn-taking quantified as number of turns

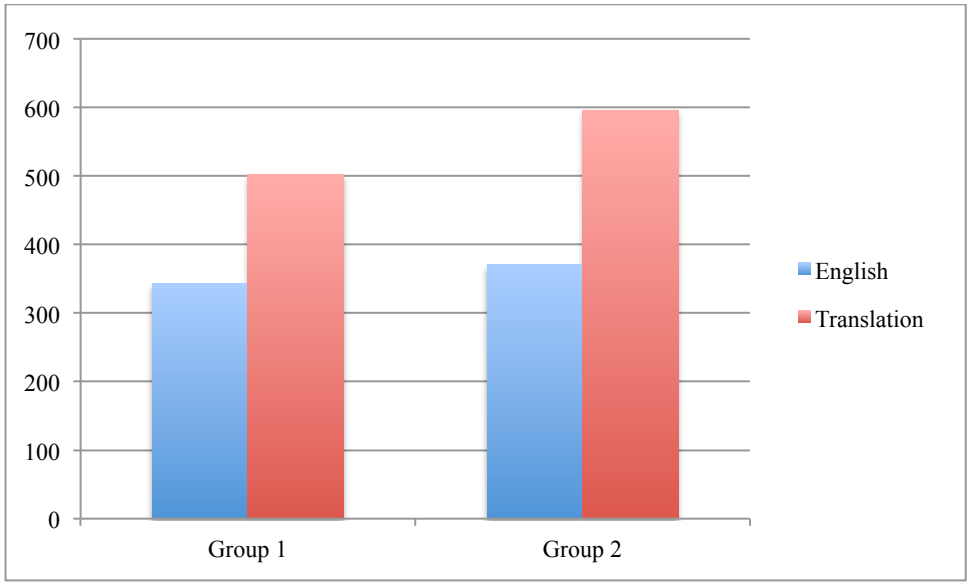
In order to determine the number of turns taken by the teacher and the students, the video recordings were analyzed according to three categories: teacher-initiated student talk, student-initiated student talk, and teacher talk. Table 7 shows the raw numbers of each category for all the class recording data.

Table 7. Turns for the categories teacher-initiated student talk, student-initiated student talk and teacher talk, expressed in raw numbers

	No. students	Teacher-initiated	Student-initiated	Teacher Talk	Total
Group 1 07/10 Translation	12	253	12	182	447
Group 2 09/10 English	12	187	23	115	325
Group 1 14/11 English	16	163	2	105	270
Group 2 16/11 Translation	15	271	33	163	467
Group 1 18/11 English	8	172	6	129	307
Group 2 20/11 Translation	10	242	50	178	470
Group 1 25/11 Translation	13	227	10	127	364
Group 2 27/11 English	10	152	9	123	284

Figure 5 shows the sum of the two categories of interaction, teacher-initiated student talk and student-initiated student talk in all the classes.

Figure 5. Sum of teacher- and student-initiated turns in the two groups in the two modalities in all classes, in raw numbers



It can be observed in Figure 5 that student participation was higher in the translation modality.

It is noteworthy that in *all* the classes carried out with translation, irrespective of the group, the total number of interactions (counted as the sum of teacher-initiated and student-initiated turns) was higher than in the classes carried out in English only (see Table 8).

Table 8. Comparison of total number of interactions in translation and English classes

Translation		English	
G1 07/10	265	G2 09/10	210
G2 16/11	304	G1 14/11	165
G2 20/11	292	G1 18/11	178
G1 25/11	237	G2 27/11	161

In terms of progress, that is, whether the amount of speech increased or otherwise as the weeks went by, it is remarkable that in the case of Group 1, in their first class with translation there was more interaction (a total of 265 student turns) than in the second (a total of 237 turns). Even though the number of turns varied in the second class with translation, the percentages of turns taken by the students and the teacher remained similar (see Table 9).

Table 9. Number of turns for the categories teacher-initiated student talk, student-initiated student talk and teacher talk, expressed in raw numbers and percentages for Group 1 in translation modality

	No. students	Teacher-initiated	Student-initiated	Turns per student	Teacher Talk	Total
Group 1 07/10 Translation	12	253 (56.59%)	12 (2.68%)	22.08	182 (40.71%)	447
Group 1 25/11 Translation	13	227 (62.36%)	10 (2.74%)	18.23	127 (34.89%)	364

For Group 1 in the English-only modality, the total amount of interaction was slightly higher in the second class (see Table 10).

Table 10. Number of turns for the categories teacher-initiated student talk, student-initiated student talk and teacher talk, expressed in raw numbers and percentages for Group 1 in English-only modality

	No. students	Teacher-initiated	Student-initiated	Turns per student	Teacher Talk	Total
Group 1 14/11 English	16	163 (60.37%)	2 (0.74%)	10.31	105 (38.88%)	270
Group 1 18/11 English	8	172 (56.02%)	6 (1.95%)	22.25	129 (42.01%)	307

Again, the percentages of turns taken by the students and the teacher remained similar for all the categories. It is perhaps worth mentioning that student-initiated interaction was the lowest in Group 1 in the English-only modality.

In the same respect, in their second class with translation Group 2 performed better than in the first class in the student-initiated student talk category (see Table 11).

Table 11. Number of turns for the categories teacher-initiated student talk, student-initiated student talk and teacher talk, expressed in raw numbers and percentages for Group 2 in translation modality

	No. students	Teacher-initiated	Student-initiated	Turns per student	Teacher Talk	Total
Group 2 16/11 Translation	15	271 (58.02%)	33 (7.06%)	20.26	163 (34.90%)	467
Group 2 20/11 Translation	10	242 (51.48%)	50 (10.63%)	29.20	178 (37.87%)	470

In the English-only modality, Group 2 scored higher in the first class for teacher-initiated and student-initiated talk, but the turns per student in both classes remained roughly the same (see Table 12).

Table 12. Number of turns for the categories teacher-initiated student talk, student-initiated student talk and teacher talk, expressed in raw numbers and percentages for Group 2 in translation modality

	No. students	Teacher-initiated	Student-initiated	Turns per student	Teacher Talk	Total
Group 2 09/10 English	12	187 (57.53%)	23 (7.07%)	17.50	115 (35.38%)	325
Group 2 27/11 English	10	152 (53.52%)	9 (3.16%)	16.10	123 (43.30%)	284

The difference between the means of the turns per student in all the translation classes versus all the English classes was not statistically significant ($p=0.063$). It has to be mentioned that the turns per student is a calculation that says how many turns could be attributed to each student *theoretically*. In practice, this calculation may not be meaningful. Group dynamics is a complex phenomenon, especially when there is very little balance in terms of student participation. There are always students who lead the interaction, those who take part in it when it has already been initiated by another student, and then there are the silent students, who choose to follow (or not) the interaction without becoming involved in it orally to any great extent. Tables 13 and 14 nevertheless show the numbers of turns per student in Groups 1 and 2. The values above the mean shown in Table 15 for each modality (15 turns for English and 20 for Translation) are shaded.

Table 13. Distribution of the teacher-initiated turns per student in Group 1

Translation		English		English		Translation	
7/10	Turns	14/11	Turns	18/11	Turns	25/11	Turns
S1	21	S2	10	S3	16	S2	20
S2	31	S3	9	S10	26	S3	12
S3	8	S4	8	S11	19	S4	7
S4	7	S5	9	S12	31	S6	18
S5	8	S6	9	S14	5	S7	16
S6	5	S7	17	S18	27	S10	8
S7	19	S10	12	S20	34	S11	29
S8	8	S11	16	S21	14	S12	22
S9	95	S12	11			S17	12
S10	12	S13	11			S18	10
S11	25	S14	8			S22	46
S12	14	S15	9			S23	8
		S16	8			S24	19
		S17	7				
		S18	12				
		S19	7				
	253		163		172		227

Table 14. Distribution of the teacher-initiated turns per student in Group 2

English		Translation		Translation		English	
09/10	Turns	16/11	Turns	20/11	Turns	27/11	Turns
S1	10	S1	15	S1	4	S1	10
S2	16	S3	17	S3	28	S3	10
S3	16	S4	18	S4	22	S4	13
S4	13	S6	16	S5	9	S6	11
S5	5	S7	10	S6	7	S7	9
S6	14	S8	25	S7	11	S9	18
S7	9	S9	17	S8	92	S10	14
S8	28	S10	10	S9	21	S11	41
S9	11	S11	34	S12	37	S13	11
S10	19	S12	21	S16	11	S18	15
S11	29	S13	16				
S12	17	S14	25				
		S15	9				
		S16	17				
		S17	21				
	187		271		242		152

It can be observed in the tables that some students are active across different classes. In Group 1, this is particularly true for students S2, S11, and S12, while in Group 2 this is true for S3, S8, S9, S11, and S12.

As mentioned above, the number of students who attended the parallel classes (i.e. Group 1 translation and Group 2 English-only in the same week) facilitates to a great degree the visual comparison of the number of turns per class. However, the statistical analysis was carried out on the basis of the number of turns per student in the teacher-initiated category, and then the mean number of turns per student in the two modalities in the two groups was calculated (see Table 15).

Table 15. Descriptive statistics of teacher-initiated turns in the two groups in the translation and English-only modality in all the classes

Modality	N	Mean	Median	SD	Minimum	Maximum
English	46	14.65	12.00	7.99	5.00	41.00
Translation	50	19.86	16.50	17.54	4.00	95.00

In Table 15, it can be observed that in the English classes there were 14.65 teacher-initiated turns per student, while in the translation classes there were 19.86 teacher-initiated turns per student. It is important to highlight that the number of turns for some of the students was exceptionally high, which augmented the mean but also increased the standard deviation. This can be observed in Tables 13 and 14.

Tables 16 and 17 show the mean number of turns per modality and group.

Table 16. Descriptive statistics of teacher-initiated turns in Group 1 in the translation and English-only modality

Modality	N	Mean	Median	SD	Minimum	Maximum
English	24	13.96	11.00	8.00	5.00	34.00
Translation	25	19.20	14.00	18.43	5.00	95.00

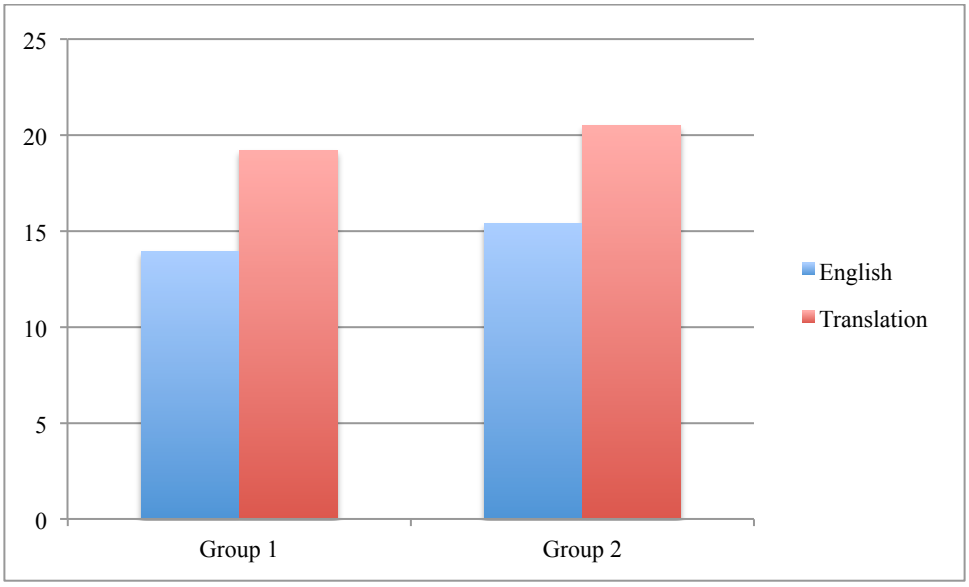
In Group 1, the mean number of turns per student was 13.96 in the English modality, and 19.20 in the translation modality.

Table 17. Descriptive statistics of teacher-initiated turns in Group 2 in the translation and English-only modality

Modality	N	Mean	Median	SD	Minimum	Maximum
English	22	15.41	13.50	8.09	5.00	41.00
Translation	25	20.52	17.00	16.96	4.00	92.00

In Group 2, the mean number of turns per student was 15.41 in the English-only modality, and 20.52 in the translation modality. The bar chart in Figure 6 shows the difference in the mean number of turns per student between Group 1 and Group 2 in translation and English-only classes.

Figure 6. Mean number of turns per student in raw numbers for the two groups in all the classes in the two modalities (translation and English-only)



Mixed linear regression models were applied in order to find out whether the difference between the means was statistically significant (see Table 18).

Table 18. Type III Tests of Fixed Effects

Effect	F Value	Pr > F
Modality	2.52	0.1185
Group	0.49	0.4862
Modality*Group	0.22	0.6391

The difference between the mean number of turns in the translation and English-only modalities was not statistically significant (p=0.118).

With regard to student-initiated interaction, there were substantially more students participating in Group 2 than in Group 1 (see Tables 19 and 20).

Table 19. Student-initiated interaction in Group 1

Translation			English			English			Translation		
07/10	Turns	Words	14/11	Turns	Words	18/11	Turns	Words	25/11	Turns	Words
S1			S2			S3			S2		
S2	1	20	S3			S10	1	5	S3	1	3
S3			S4			S11	2	8	S4		
S4			S5			S12			S6	1	21
S5			S6			S14			S7	1	7
S6			S7			S18	1	4	S10	1	2
S7	2	11	S10			S20	2	20	S11	1	3
S8	1	8	S11	1	5	S21			S12	2	8
S9	5	36	S12						S17		
S10			S13						S18		
S11	2	10	S14						S22	3	79
S12	1	4	S15						S23		
			S16						S24		
			S17								
			S18	1	5						
			S19								
	12	89		2	10		6	37		10	123

Table 20. Student-initiated interaction in Group 2

English			Translation			Translation			English		
09/11	Turns	Words	16/11	Turns	Words	20/11	Turns	Words	27/11	Turns	Words
S1	2	8	S1	1	12	S1	3	9	S1	2	26
S2			S3	1	1	S3			S3		
S3	1	4	S4			S4	5	31	S4		
S4			S6			S5			S6		
S5	1	10	S13	1	3	S6	1	13	S7		
S6			S14	5	34	S7	1	3	S9		
S7			S7			S8	24	385	S10	2	8
S8	7	104	S8	8	74	S9	2	9	S11	4	29
S9			S9	1	2	S12	13	27	S13	1	7
S10	1	22	S10			S16	1	74	S18		
S11	6	122	S11	9	95						
S12	5	43	S12	3	21						
			S15								
			S16	1	7						
			S17	3	23						
	23	313		33	272		50	551		9	70

The descriptive statistics for participating students (0 - does not participate, 1 - participates) are shown first as a total (see Table 21), and then per group (see Tables 22 and 23).

Table 21. Descriptive statistics for participating students in Group 1 and 2 as a total, student-initiated interaction

Modality	0	1	Total
English	29 63.04%	17 36.96%	46
Translation	19 38.00%	31 62.00%	50
Total	48	48	96

Table 22. Descriptive statistics for participating students in Group 1 as a total, student-initiated interaction

Modality	0	1	Total
English	18 75.00%	6 25.00%	24
Translation	12 48.00%	13 52.00%	25
Total	30	19	49

Table 23. Descriptive statistics for participating students in Group 2 as a total, student-initiated interaction

Modality	0	1	Total
English	11 50.00%	11 50.00%	22
Translation	7 28.00%	18 72.00%	25
Total	18	29	47

Again, mixed linear regression models were applied in order to find out the p-value (see Table 24).

Table 24. Type III Tests of Fixed Effects

Effect	F Value	Pr > F
Modality	5.62	0.0215
Group	4.23	0.0447
Modality*Group	0.12	0.7288

The difference in modality was statistically significant (p=0.021). That means that in the translation modality there were significantly more students who participated in the form of student-initiated turns than in the English-only classes. There were also statistically significant differences between groups (p=0.044).

In terms of comprehension- versus production-based student-initiated turns, these were greater in the comprehension-based interaction (i.e., in the first half of the classes where translations were done into the L1) (see Table 25).

Table 25. Student-initiated turns in the comprehension-based versus production-based activities expressed in raw numbers

Modality	Comprehension-based	Production-based
Translation	95	10
English	36	4

What Table 25 shows is that in the translation modality, there were 95 turns derived from activities that targeted comprehension, while there were only 10 turns that were derived from activities that targeted production. The same is presented for the English-only modality.

5.1.2.2. Turn-taking quantified as number of words per speaker

Although quantification of the turns taken by the teacher and the students shows the interaction patterns (teacher-student, student-teacher) and their number (i.e., how many turns were taken by each), it does not tell us whether these interactions were balanced in terms of duration. I contemplated two ways of analyzing the duration of speech per turn: duration expressed in units of time (minutes and seconds), and duration in terms of amount of words pronounced per turn. The first option, quantification expressed in units of time, had two flaws. Firstly, each speaker has their own rate of speaking, so one minute of speech produced by the B1 or B2 student of the group is not in any way comparable to the same minute produced by one of the students who were enrolled in the Catalan program and whose proficiency in English was notably lower than the rest of the group. Secondly, there is always a margin of error when noting down the start and the end of a turn, as it is virtually impossible to hit the "start" and the "pause" buttons right at the beginning and at the end of a turn. Further, in longer turns where there is more than one sentence there are pauses that falsely augment the amount of time per turn. The second option had only one flaw that I could observe, and that was the unclear words, as voice recordings are sometimes flawed due to noise, pronunciation styles and speed of speech of participants. However, this flaw was easy to solve by putting "word" to substitute the unclear word. Since I was not looking at all the individual words produced by the speakers, and given this did not represent a major issue in terms of quantitative analysis either (only 0.6% of all the words in the transcription were marked as unclear, signaled by *[word]*), this option seemed the lesser of the two evils.

Table 26 presents the distribution of speech expressed in numbers of words produced by the teacher and by the students as a total (a sum of teacher- and student initiated turns).

Table 26. Total number of interactions counted as number of words in raw numbers in all the classes

	Translation Class 07/10	English Class 09/10	English Class 14/11	Translation Class 16/11	English Class 18/11	Translation Class 20/11	Translation Class 25/11	English Class 27/11
Teacher	3045	2434	1352	1885	1719	3178	3341	3979
Students	1580	2934	1318	2578	1340	2695	1994	1909
%Teacher	65.83%	45.34%	50.63%	42.23%	56.19%	54.11%	62.62%	67.57%
%Students	34.16%	54.65%	49.36%	57.76%	43.80%	45.88%	37.37%	32.42%

As can be seen in Table 26, teacher talk was below 60% in five of the eight classes. There were no statistically significant differences between the mean number of words as a sum of teacher- and student-initiated turns per class (p=0,474). Qualitatively, there were slightly more words in the translation modality as compared to the English-only modality. Also, there was substantially more interaction in Group 2 as compared to Group 1 (see Figure 7).

Figure 7. Total number of interactions counted as number of words in raw numbers per two groups per modality in all the classes

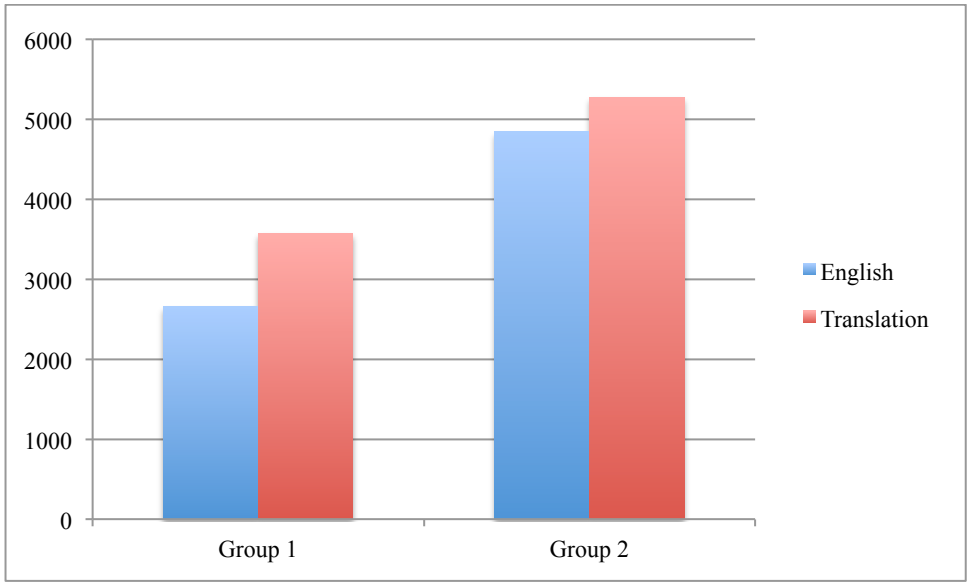


Table 27 presents the distribution only in terms of teacher-initiated turns.

Table 27. Numbers of words produced by the teacher and the students (teacher-initiated turns) expressed in raw numbers

	Translation Class 07/10	English Class 09/10	English Class 14/11	Translation Class 16/11	English Class 18/11	Translation Class 20/11	Translation Class 25/11	English Class 27/11
Teacher	3045	2434	1352	1885	1719	3178	3341	3979
Students	1490	2621	1308	2306	1303	2144	1871	1839

Table 28 shows the number of words and the percentages in all the translation classes produced by the teacher and the students.

Table 28. Number of words produced by the teacher and the students (teacher-initiated turns) in all the translation classes expressed in raw numbers and percentages

	Translation Class 07/10	Translation Class 16/11	Translation Class 20/11	Translation Class 25/11	Mean
Teacher	3045 (67%)	1885 (45%)	3178 (60%)	3341 (64%)	2862.25
Students	1490 (33%)	2306 (55%)	2144 (40%)	1871 (36%)	1952.75

Table 29 shows the number of words and the percentages in all the English classes produced by the teacher and the students.

Table 29. Number of words produced by the teacher and the students (teacher-initiated turns) in all the English classes expressed in raw numbers and percentages

	English Class 09/10	English Class 14/11	English Class 18/11	English Class 27/11	Mean
Teacher	2434 (48%)	1352 (51%)	1719 (57%)	3979 (68%)	2371
Students	2621 (52%)	1308 (49%)	1303 (43%)	1839 (32%)	1767.75

It has also to be taken into account that, since the experiment was taking place in a real ongoing subject, I had to sacrifice some of the class time to give basic information about the tasks that the students had to do in the rest of the subject. This means that during these interventions the students were mere listeners, and were not expected to participate in any way. This was the case in the English class on 27/11, where, if we subtracted the time I spent explaining to the students their tasks (700 words), the percentage of teacher-initiated student talk would rise from 32% to 36%.

In terms of student involvement, Tables 30 and 31 show the distribution of words (and of turns for reference) in the teacher-initiated turns per student in Group 1 and 2.

Table 30. Distribution of words and of turns per student in Group 1, teacher-initiated interaction

Translation			English			English			Translation		
07/10	Turns	Words	14/11	Turns	Words	18/11	Turns	Words	25/11	Turns	Words
S1	21	97	S2	10	96	S3	16	118	S2	20	179
S2	31	168	S3	9	61	S10	26	188	S3	12	112
S3	8	30	S4	8	56	S11	19	169	S4	7	54
S4	7	95	S5	9	108	S12	31	246	S6	18	144
S5	8	62	S6	9	100	S14	5	74	S7	16	97
S6	5	49	S7	17	96	S18	27	130	S10	8	150
S7	19	97	S10	12	104	S20	34	228	S11	29	197
S8	8	63	S11	16	121	S21	14	150	S12	22	155
S9	95	570	S12	11	116				S17	12	92
S10	12	42	S13	11	69				S18	10	128
S11	25	117	S14	8	49				S22	46	335
S12	14	100	S15	9	87				S23	8	62
			S16	8	70				S24	19	166
			S17	7	40						
			S18	12	79						
			S19	7	56						
	253	1490		163	1308		172	1303		227	1871

Table 31. Distribution of words and of turns per student in Group 2, teacher-initiated interaction

English			Translation			Translation			English		
09/10	Turns	Words	16/11	Turns	Words	20/11	Turns	Words	27/11	Turns	Words
S1	10	317	S1	15	167	S1	4	32	S1	10	219
S2	16	194	S3	17	197	S3	28	234	S3	10	192
S3	16	260	S4	18	140	S4	22	232	S4	13	161
S4	13	215	S6	16	175	S5	9	81	S6	11	151
S5	5	87	S7	10	115	S6	7	63	S7	9	104
S6	14	141	S8	25	182	S7	11	137	S9	18	280
S7	9	118	S9	17	133	S8	92	816	S10	14	121
S8	28	358	S10	10	65	S9	21	166	S11	41	330
S9	11	93	S11	34	290	S12	37	209	S13	11	118
S10	19	174	S12	21	188	S16	11	174	S18	15	163
S11	29	317	S13	16	106						
S12	17	347	S14	25	148						
			S15	9	68						
			S16	17	151						
			S17	21	181						
	187	2621		271	2306		242	2144		152	1839

With regard to student-initiated interaction, the turns were longer in all the classes with translation as compared to all the classes in English. Also, student-initiated turns were longer in Group 2 as compared to Group 1 (see Table 32).

Table 32. Number of words in student-initiated interaction per group and modality in all the classes

	Translation	English
Group 1	212	47
Group 2	823	383

Figure 8 illustrates these differences in raw numbers.

Figure 8. Total number of student-initiated interaction in raw numbers per two groups per modality in all the classes

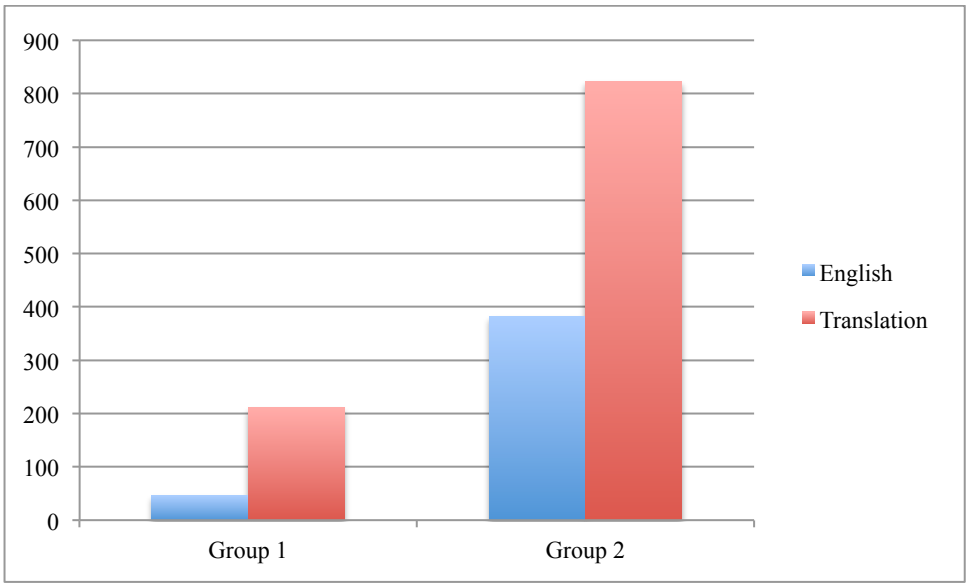


Table 33 shows the descriptive statistics for the teacher-initiated number of words for the two groups in both modalities in all the classes.

Table 33. Descriptive statistics for the number of words for the two groups in both modalities in all the classes

Modality	N	Mean	Median	SD	Minimum	Maximum
English	46	153.72	121.00	86.00	40.00	358.00
Translation	50	156.22	138.50	130.38	30.00	816.00

Table 34 shows the descriptive statistics for the teacher-initiated number of words in Group 1 in all the classes for the two modalities.

Table 34. Descriptive statistics for the number of words for Group 1 in both modalities in all the classes

Modality	N	Mean	Median	SD	Minimum	Maximum
English	24	108.79	98.00	54.22	40.00	246.00
Translation	25	134.44	100.00	111.27	30.00	570.00

Table 35 shows the descriptive statistics for the teacher-initiated number of words in Group 2 in all the classes for the two modalities.

Table 35. Descriptive statistics for the number of words for Group 2 in both modalities in all the classes

Modality	N	Mean	Median	SD	Minimum	Maximum
English	22	202.73	183.00	88.36	87.00	358.00
Translation	25	178.00	166.00	146.08	32.00	816.00

Mixed linear regression models were applied in order to find out whether the difference between the means was statistically significant. No statistically significant differences were found between the two modalities, translation and English-only in terms of teacher-initiated interaction (p=0.337). The difference between the two groups was statistically significant, which means that there was more teacher-initiated interaction in Group 2 (see Table 36).

Table 36. Type III Tests of Fixed Effects

Effect	F Value	Pr > F
Modality	0.94	0.3373
Group	10.16	0.0024
Modality*Group	2.54	0.1172

5.1.2.3. Codeswitching

Altogether, there were 40 instances of codeswitching in the class recordings. Table 37 shows the distribution of codeswitching in Group 1 for the two modalities in which the classes were taught: Translation and English.

Table 37. Number of instances of codeswitching in both modalities, Group 1

	Codeswitching
Group 1 07/10 Translation	4
Group 1 14/11 English	0
Group 1 18/11 English	0
Group 1 25/11 Translation	3
Total	7

It can be observed in Table 37 that although there is very little codeswitching happening in Group 1, what little there is happens exclusively in the classes with translation.

Table 38 shows the distribution of codeswitching in Group 2 for the two modalities in which the classes were taught: Translation and English.

Table 38. Number of instances of codeswitching in both modalities, Group 2

	Codeswitching
Group 2 09/10 English	4
Group 2 16/11 Translation	15
Group 2 20/11 Translation	13
Group 2 27/11 English	1
Total	33

Table 38 shows that there is codeswitching in Group 2 in both classes with and without translation; however, the number of turns with codeswitching is much greater in the translation modality (85%). It can be observed in Tables 38 and 39 that there is much more codeswitching in Group 2 (33 turns) as compared to Group 1 (7 turns). This difference might be due to the fact that the Catalan students, whose proficiency in English was notably lower than the rest of their group, engaged in codeswitching much more often and, as a consequence, changed intragroup dynamics with respect to language choice.

If we compare the two modalities, it can be observed that there was much more codeswitching in the translation modality (87%) as compared to English-only (13%) (see Table 39 and 40).

Table 39. Amount of codeswitching in all translation classes presented in raw numbers

	Codeswitching
Group 1 07/10 Translation	4
Group 2 16/11 Translation	15
Group 2 20/11 Translation	13
Group 1 25/11 Translation	3
Total	35

Table 40. Amount of codeswitching in all English classes presented in raw numbers

	Codeswitching
Group 2 09/10 English	4
Group 1 14/11 English	0
Group 1 18/11 English	0
Group 2 27/11 English	1
Total	5

On the basis of the numbers obtained from the two groups in the two modalities (translation and English-only) it can be deduced that translation might foster more codeswitching than do English-only classes.

5.1.2. Post-experiment questionnaire

In order to track changes in the students' opinions, I discarded all those students who did not respond to either the first or the second questionnaire. The selection left me with a total of 27 respondents. All the respondents had participated in the experiment with translation, so they were all in a position to express their opinion on this teaching technique. Table 41 shows the means, standard deviations and p-values of the pre-experiment and the post-experiment questionnaires.

Table 41. Means, Standard Deviation and p-value of the pre-experiment and the post-experiment questionnaires

1. "Translation should be taught as part of an undergraduate degree in English Studies"			
Pre-experiment	Mean=3.89	SD=0.80	
Post-experiment	Mean=3.74	SD=0.71	p=0.326

3. "Translation from L1 into English is useful as a means of learning English"			
Pre-experiment	Mean=3.81	SD=0.92	
Post-experiment	Mean=3.67	SD=1.00	p=0.489

4. "Translation from English into L1 is useful as a means of learning English"			
Pre-experiment	Mean=3.74	SD=0.81	
Post-experiment	Mean=3.78	SD=0.85	p=0.856

5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"			
Pre-experiment	Mean=3.74	SD=0.94	
Post-experiment	Mean=3.52	SD=1.05	p=0.206

6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"

Pre-experiment	Mean=3.67	SD=0.83	
Post-experiment	Mean=3.70	SD=1.07	p=0.823

8. "When I read texts in English, I find that I am mentally translating the text into my L1"

Pre-experiment	Mean=2.63	SD=1.21	
Post-experiment	Mean=2.37	SD=0.97	p=0.109

9. "When I write texts in English, I find that I am mentally translating the text from my L1"

Pre-experiment	Mean=2.74	SD=1.06	
Post-experiment	Mean=2.56	SD=1.05	p=0.259

10. "When I speak in English, I find that I am mentally translating the text from my L1"

Pre-experiment	Mean=2.59	SD=1.05	
Post-experiment	Mean=2.26	SD=0.94	p=0.0097

11. "When I listen to texts in English, I find that I am mentally translating the text into my L1"

Pre-experiment	Mean=2.41	SD=1.05	
Post-experiment	Mean=1.96	SD=0.85	p=0.0005

As can be seen in Table 41, the only statistically significant results were the responses to Questions 10 and 11 regarding mental translation when speaking (production) and listening (reception). In qualitative terms, the means of the questions relating to translation into L1 (Questions 4 and 6) in the post-experiment questionnaire were higher as compared to the questions addressing the issue of the usefulness of translating from the mother tongue into English (Questions 3 and 5). The difference was not statistically significant (post-experiment Questions 3 vs. 4 p=0.415; post-experiment Questions 5 vs. 6 p=0.169). The means were low for all the four questions relative to the issue of mental translation, which indicates that the students were mostly denying translating mentally when performing the four skills: speaking, listening, reading and writing.

Question 7 asked the students to rate the speed at which they thought they learned English when doing eight activities, including translation (see Table 42).

Table 42. Means, standard deviations, and p-values of the pre-experiment and the post-experiment questionnaires. Question 7: Please rate the speed at which you think you learn English when doing the following activities:

1. Grammar class			
Pre-experiment	Mean=3.33	SD=0.68	
Post-experiment	Mean=3.56	SD=0.85	p=0.184
2. Conversation class			
Pre-experiment	Mean=3.74	SD=0.94	
Post-experiment	Mean=3.93	SD=0.96	p=0.326
3. Literature class			
Pre-experiment	Mean=2.81	SD=1.08	
Post-experiment	Mean=2.67	SD=1.07	p=0.489
4. Translation activities			
Pre-experiment	Mean=3.56	SD=1.09	
Post-experiment	Mean=3.74	SD=0.76	p=0.345
5. Reading			
Pre-experiment	Mean=3.74	SD=1.02	
Post-experiment	Mean=3.63	SD=0.84	p=0.558
6. Watching films/series in English			
Pre-experiment	Mean=3.96	SD=0.94	
Post-experiment	Mean=4.04	SD=0.81	p=0.602
7. Watching films/series in English with subtitles in my L1			
Pre-experiment	Mean=3.70	SD=1.10	
Post-experiment	Mean=3.15	SD=1.10	p=0.0107
8. Watching films/series in English with subtitles in English			
Pre-experiment	Mean=4.04	SD=0.94	
Post-experiment	Mean=3.93	SD=0.92	p=0.541

Only the responses to activity 7, "Watching films/series in English with subtitles in my L1", were statistically significant. The option "Translation activities" occupied the sixth position in the pre-experiment questionnaire, and leveled up in the post-experiment questionnaire, occupying the fourth position after the activities watching films/series in English with subtitles in English; watching films/series in English; and conversation class. It is remarkable, also, that the activity "watching

films/series in English with subtitles in my L1" was in the second-to-last position in the post-experiment questionnaire, only ahead of "literature class" (see Figures 9 and 10).

Figure 9. Pre-experiment responses to Question 7, by means in descending order

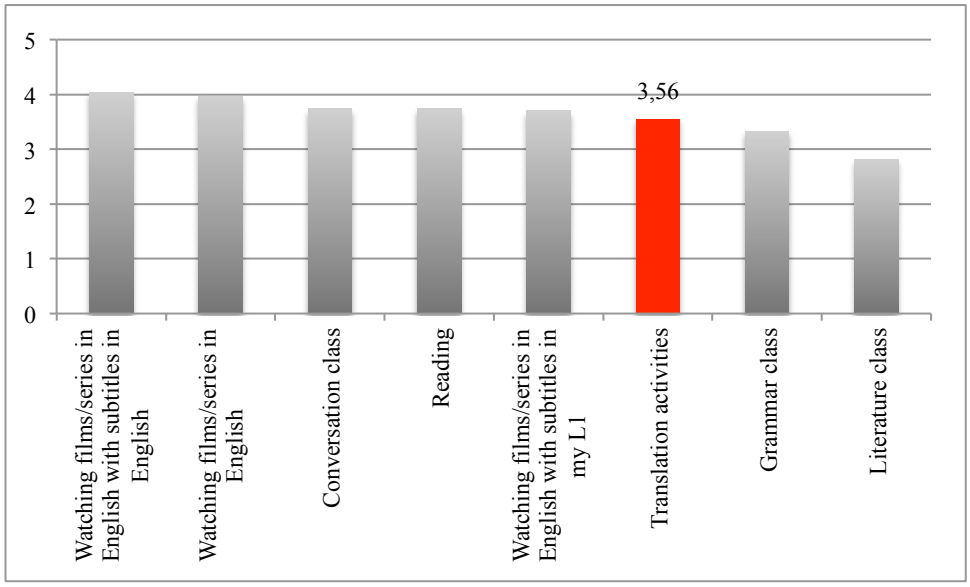
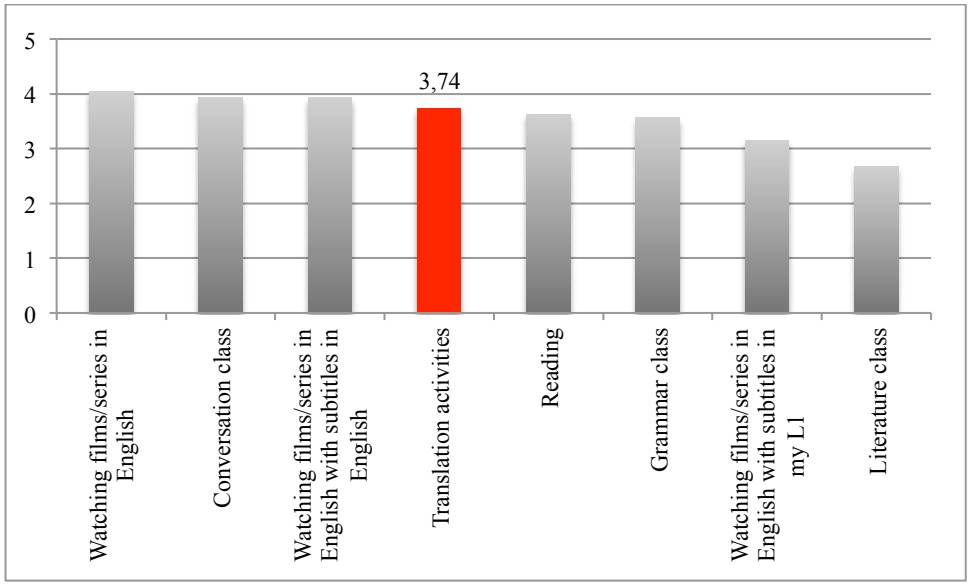


Figure 10. Post-experiment responses to Question 7, by means in descending order



5.2. Qualitative results

While quantitative analysis provides data about how often a phenomenon occurs, qualitative analysis can provide data on *why* a particular phenomenon occurs. Here the qualitative data were gathered primarily through the questionnaire and the audio and video recordings.

5.2.1. Results of the pre- and post-experiment questionnaires

The pre- and post-experiment questionnaires not only gathered quantitative data, but they also had two qualitative questions. These questions were optional and linked to the previous quantitative questions. In the pre-experiment questionnaire, the students were supposedly making guesses about the usefulness of translation into and out of English when learning English. Question 3 read, "Translation from L1 into English is useful as a means of learning English", and was followed by the optional question "What aspect of learning English is it useful for?". This question was primarily designed to elicit more qualitative data on the usefulness of translation into English when learning English. There were six responses to this optional question, shown in Table 43 (all the responses are kept in their original form).

Table 43. Responses to the optional part of Question 3, "Translation from L1 into English is useful as a means of learning English", "What aspect of learning English is it useful for?".

Respondent 1	Facilities to go abroad or to speak jobs.
Respondent 2	Vocabulary.
Respondent 3	It's useful to communicate with other people, to have the awareness of another language, culture, literature... and also you can find your job.
Respondent 4	It is useful to distinguish English constructions from L1 constructions to express the same ideas.
Respondent 5	It's useful to learn vocabulary and to get used to English.
Respondent 6	Grammar, idioms, vocabulary...

What can be concluded from these statements is that some students considered translation into English useful not only for learning vocabulary, but also for acquiring professional translation skills. Also, translation into English acquires communicative value and is a tool that can be used to contrast languages.

Question 4, "Translation from English into L1 is useful as a means of learning English", also had a qualitative optional question which read, "What aspect of learning English is it useful for?" (see Table 44).

Table 44. Responses to the optional part of Question 4, Translation from English into L1 is useful as a means of learning English", "What aspect of learning English is it useful for?".

Respondent 1	Grammar.
Respondent 2	It's useful to communicate with other people, to have the awareness of another language, culture, literature... and also you can find your job.
Respondent 3	Same answer.
Respondent 4	Grammar.
Respondent 5	Vocabulary, idioms.

The responses mainly remain the same, with the exception of Respondents 2 and 5, who highlighted different features of translation into and out of English.

Since the post-experiment questionnaire had matching items, the same questions were asked again in order to see whether, after having had translation as a language-teaching tool, the students had changed their beliefs about the usefulness of translation into and out of English. In the optional part of Question 3, "Translation from L1 into English is useful as a means of learning English", slightly more responses were gathered in the post-experiment (see Table 45).

Table 45. Responses to the optional part of Question 3, "Translation from L1 into English is useful as a means of learning English", "What aspect of learning English is it useful for?".

Respondent 1	Grammar, vocabulary, structures.
Respondent 2	Vocabulary, conversation and grammar.
Respondent 3	To compare structures that we don't have in L1, for example.
Respondent 4	Vocabulary and grammar.
Respondent 5	Grammar, speaking.
Respondent 6	The communication, interaction, learn a different culture...
Respondent 7	Grammar, vocabulary.
Respondent 8	Lexic/grammar.
Respondent 9	Learning lexic.

It can be seen that vocabulary, grammar and communication are the three aspects of translation that the students consider the most important.

The responses to the optional part of Question 4 were very similar to the responses to Question 3 (see Table 46).

Table 46. Responses to the optional part of Question 4, Translation from English into L1 is useful as a means of learning English", "What aspect of learning English is it useful for?".

Respondent 1	Grammar Vocabulary
Respondent 2	Grammar and vocabulary.
Respondent 3	Vocabulary and grammar.
Respondent 4	Grammar tests and a lot of vocabulary.
Respondent 5	Culture, grammar.

On the basis of the responses to the pre- and post-experiment questionnaires it can be concluded that the students' opinions of translation into and out of English did not vary greatly, although in the pre-experiment questionnaire some of the students mentioned that translation in their language classes might help them acquire professional skills in order to enter the job market. In the post-experiment questionnaire, there was no mention of the usefulness of translation to enter the job market, but due to the small number of responses it cannot be concluded that this indicates a change in the beliefs.

5.2.2. Analysis of class interactions

In this section I present a qualitative analysis of the class recordings. A multilingual class is a linguistically rich environment that produces much material for analysis. The categories for the qualitative analysis were derived from the data transcription. I will focus on the most frequent categories of interaction, both in the translation classes and classes in English-only. The categories that I will analyze are student-initiated interaction and codeswitching.

5.2.2.1. Student-initiated interaction

The quantitative analysis of classroom interactions in my main experiment showed that under certain circumstances, translation does indeed boost student-initiated interaction, which rose to 10% in the translation classes in Group 2. But it is equally important to ascertain what exactly students discuss when translation activities are used in class.

Due to space restrictions, I will not be able to comment on all the 145 student-initiated student turns in the main experiment. Instead, I will focus on the ones that

are of particular interest to my study, that is, those that deal with translation, grammar, and vocabulary discussions.

In their first class with translation, Group 1 performed a total of 12 student-initiated interventions, of which I would like to highlight one in particular.

The students were engaged in the translation of the sentence "The kitchen is pretty dirty. They may have been cooking", where they were discussing modals:

(1) *Student 9*: La cocina está sucia. Deben haber estado cocinando.
Teacher: Is that it? No other version?
Student 11: Deben de haber estado cocinando.
Teacher: What does "deber de" express? Supposition?
Student 11: Yes.
Student 9: I'm not sure it is correct.
Teacher: What do you mean?
Student 9: It's not "deber de". It's not correct.
Student 12: It's not correct.
Student 8: You say it, but it's not correct.

(Translation class 07/09 Group 1)

In this interaction, in her second intervention Student 9 diverges from the thread of the discussion (teacher asking the function) and centers her attention on the correctness of the phrase in the translation. This also kindles other students' interest, especially that of Students 12 and 8, who expand on their classmate's comment. The following seven turns by both the teacher and the students further expand on the topic, thus diverging from the main line of instruction.

In their first class in English-only, again dealing with modals, Group 2 performed a total of 23 student-initiated turns, some of them worthy of note. There was an episode where the students were discussing the combination "could + have + past participle" in the sentence "Could she have finished her homework?":

(2) *Teacher*: [To the group] So what do you think?
Student 6: Possibility?
Teacher: So, could + have + past participle is possibility in the past?

Student 8: But we can understand the … [speaks in Spanish to her peers] in two meanings, two different ways. I think that we can understand that if…

Student 12: If she knows how to do her homework, or if she have…

Student 8: Terminado.

Student 12: Sí.

Student 12: It's like in Catalan.

Teacher: How is it in Catalan?

Student 12: Va poder acabar els deures?

Student 8: It can be for possibility, the ability, to know what…

(English class 09/10, Group 2)

Here Student 8, instead of an expected "yes" or "no" answer to the teacher's question, delves into a reflection on how the original phrase can be interpreted. Student 12 takes up the discussion and the rest of the interaction is centered on the Catalan phrase. The remarkable thing here is that the student goes on to compare English with Catalan. But then they go beyond simple translation: in the same piece of interaction, Student 8 diverges to reflect on a mental translation of the phrase into Catalan:

(3) *Student 8*: Maybe we sometimes translate to Catalan to understand, and then, that's not the same.

Teacher: And why do you translate? Do you do it on purpose or does it happen naturally?

Student 8: Ah, no, no, I think we don't translate, but we have… In Catalan we have structure, in our brain, so, we cannot separate it. I don't think I translate, but…

Teacher: Who else thinks they're affected by your L1?

Student 4: Yes.

Student 3: I just do it with the sentence I don't understand.

Teacher: So, you try to translate it into Catalan.

Student 3: Yes, but not always.

(English class 09/10, Group 2)

Student 8 changes the course of the interaction, introducing a topic that was not on the program. She managed to engage her peers in a discussion of mental translation, in the middle of a grammar class.

The students were more reticent when they were asked to comment on their classmates' speech, especially after the interview game. One of the few comments made after the interviews was produced in this class when a student was reflecting on her classmate's use of the modal "will":

(4) *Student 11*: I just spotted one mistake. She said "What would you do if… and he said "I will". For me, it's very certain that it will happen, well, it makes sense. But if the question is in a hypothetical future, I think the answer should also be in a hypothetical future.

(English class 09/10, Group 2)

The student considers that her classmate used "will" wrongly, and proposes a correction.

In their first English-only class (14/11), there were only two student-initiated turns in Group 1. None of these turns is really worth mentioning: suffice to say that these were quite short (five words each) and did not address any grammar or translation issue in particular.

In their first translation class with the topic "Modals 2", Group 2 produced more student-initiated turns: 33 in all. One of the most noteworthy interventions was produced when discussing the phrase "Llevarse a cabo" during the translation of the sentence "Meetings must be held on a regular basis":

(5) *Student 13*: Las reuniones se deben hacer…
Teacher: So, las reuniones…
Student 13: Deben hacerse regularmente.
Teacher: [To the group] Is it OK? Can I put it like that?
Student 13: [Raises her hand] ¿Llevarse a cabo?
Teacher: ¿Deben llevarse a cabo? Yes?

Student 11: Isn't it "Deben de llevarse"?

Student 16: No, I think it's "deben llevarse".

Teacher: Why?

Student 17: Creo que… I'm not sure but I think in Catalan it's "han de", y en castellano...

Student 11: En castellano, "deben de"... I am confused.

Student 17: Me suena mal "deben de llevarse".

Teacher: So you say it's not correct to say, "deben de llevarse"?

Student 17: En castellano no.

Teacher: There's another opinion over there.

Student 1: In Spanish, "deben llevarse" means obligation, and "deben de llevarse" means probability.

Teacher: That's right.

Student 7: Deben de ser guapos.

Teacher: Exactly. [Shows the definition in the *Diccionario Panhispánico de Dudas*]. *Deber* + infinitivo denota obligación, *deber de* + infinitivo denota probabilidad o suposición. Next.

Student 17: En este caso "llevarse" es un infinitivo, entonces... [Discussion in Spanish with Student 13]. Y luego puede que el otro también es correcto.

Teacher: "Debe ser" and "debe de ser" can both be a supposition, both are correct. Is that what you're saying?

Student 17: Lo que pasa es que "deben de llevarse" me suena raro aunque sea probabilidad. "Debe de ser" me suena bien, pero "debe de llevarse"...

Teacher: ¿Forzado?

Student 17: Sí.

Teacher: Who else thinks this?

Student 13: "Debe de" está bien.

(Translation class 16/11 Group 2)

In this particular interaction, Student 11 introduces a grammar-related question concerning the correctness of the verb "deber" in Spanish when it is used to express obligation and when it is used to express supposition. The question by Student 11 and the subsequent comment by Student 17 indicate confusion about the correctness of the periphrasis not only in Spanish, but also in Catalan. Thus, the focus of attention was shifted to the particular doubt that Student 11 had concerning the phrase, which triggered a lengthy discussion on the correct usage of the phrase in Spanish and Catalan.

In the same class, students were translating the phrase "You must be imagining things":

(6) *Student 1*: No veig a ningú. Deus imaginar coses.
Teacher: In Spanish you would say "debes"?
Student 1: Yes.
Student 11: Nune, estábamos diciendo que no usaríamos modales, diríamos "Yo no veo a nadie, te lo estás imaginando", sin el "debe" este.

(Translation class 16/11 Group 2)

In this case, Student 11 broke the teacher-student interaction to provide an alternative translation for the auxiliary verb "must". The fact that she does so in Spanish might indicate her limited ability to produce metalanguage in English, or it might be a result of the fact that she translates into Spanish.

On another occasion, the students were engaged in the definition of the function of the phrase "have to" in the sentence "Do we have to clean the windows every week?". This time Student 11 intervenes in English, probably because there was no translation at that stage:

(7) *Student 11*: Is it required… Do we have to clean the windows?
Teacher: Yes. Do we ask for a negative or a positive answer?
Student 11: It's like, do we *have to*??
Student 14: A complaint?

Teacher: It is a complaint, in questions to elicit a negative answer.

Student 11: But it's the emphasis, if the stress is on "have" then it's a complaint, but maybe they're asking what are the rules around here, do we have to clean…

(Translation class 16/11 Group 2)

Student 11 interprets the sentence in English differently and shares her opinion with the rest of the class.

Again, there was a student-initiated question about the correctness of the phrase "haber de" in Spanish when translating the sentence "You needn't (or don't need to) answer the question now, you can think over it at home":

(8) *Student 16*: "No has de contestar la pregunta ahora, puedes pensar sobre ello en casa."

Teacher: So here is the case we were talking about before, "no has de".

Student 14: "No tienes que".

Student 8: "No has de" es en castellano?

(Translation class 16/11 Group 2)

The teacher had explained earlier that "haber de" in Spanish was a more outdated version of "tener que". While Student 14 corrects the translation by Student 16, Student 8 asks whether the periphrasis is in Spanish (supposedly implying that it might be in Catalan).

On another occasion the students were translating and defining the function of the sentence "They should (or ought to) be there by now":

(9) *Student 9*: "They should (or ought to) be there by now." External obligation?

Teacher: It's not obligation. It's supposition, probability. [Student 14 had raised her hand before] You wanted to say something?

Student 8: Yes, I don't know in Spanish, but in Catalan we say, "no cal que". I think "no tienes que" is more… not prohibition but… it's not like "don't worry".

Student 14: No tienes por qué…

(Translation class 16/11 Group 2)

In this interaction, Student 8 goes back to the previous example (8), and discusses how "needn't" would work in Spanish, while she is sure how to translate it into Catalan. Her comment forces Student 14 to produce a translation into Spanish to answer her question.

In their second English-only class, where the topic was indirect speech, the students in Group 1 only produced six student-initiated turns. I will comment on the one that dealt with time concordance in the comic strip where Garfield says to Jon, "I like liars". One of the students was confused about whether she should keep the present tense when turning the sentence into indirect speech:

(10) *Student 12*: Garfield said that... I don't know what to change, if I have to put it in the past. "He likes" or "He liked".

Student 20: It's "liked".

Teacher: What's the difference?

Student 20: Because "likes" is in the present, and you have to put it in the past.

Student 12: He always likes!

Student 20: I think if it's a habit we have to put the verb as if it were in the direct speech.

Teacher: So, do we keep the present simple?

Student 20: Yes. As we said, he likes liars.

(English class 18/11 Group 1)

Student 12 is confused about whether she has to change the tense of the verb "like" or not, while Student 20 affirms it should be in the past tense. Later, however, Student 20, probably influenced by Student 12, changes her mind and accepts the possibility that the verb could appear in the present if it expresses habitual actions.

The discussion between the two students indicates that they do not rely much on the teacher's support to develop the interaction.

In their second class with translation, where the topic was reported speech, Group 2 produced the record amount of 50 student-initiated turns. One of the most memorable interventions happened during the discussion of the comic strip where the fictional character Jon asks Garfield the question, "How do you like the soup?":

(11) *Student 9*: ¿Te gusta la sopa?
Teacher: That's right! And now she asks, "You made it from scratch?", you made it yourself?
Student 8: But I think we can translate "how" "com" or "cómo"... "Com trobes la sopa? It is not the same because we don't use "like". But "how".
Student 12: "Com trobes"... Si t'agrada o no.
Teacher: So in Spanish it doesn't sound well, but in Catalan we can say it?
Student 12: Yes.

(Translation class 20/11 Group 2)

Student 8 reacts to the translation produced by Student 9 and gives a parallel version of the translation into Catalan. Student 12 also engages in this discussion in order to clarify Student 8's view on the issue.

During the discussion of the comic strip where Jon asks Garfield about what time in history he would travel to if he could, the students were asked to translate the sentence "I'd have to go with this morning, when we had donuts". The students were struggling to understand what exactly "have to go with" meant in that context:

(12) *Student 4*: "Tendría que ir con esa mañana cuando nos hubiéramos comido donuts".
Teacher "Tendría que ir con esta mañana"?
Student 8: No has dicho, no "tendríamos que ir..."?
Student 4: No, es que no sé cómo traducir "go with this morning", no le encuentro sentido...

Student 8: Crec què... ay... I think that it means "Hauria d'anar", o sigui, "hauria de tornar a aquest matí, quan teníem dònuts".

(Translation class 20/11 Group 2)

Here Student 4 provides a very literal translation of the sentence due to the fact that she does not fully understand the meaning of it, as she confesses to Student 8. Student 8 subsequently defines what "go with this morning" means to her. In the rest of the same discussion, Student 8 goes on to try and translate the sentence in the most adequate manner into both Spanish and Catalan:

(13) *Teacher*: "Tendría que ir con esta mañana" is a very word-for-word translation.

Student 9: Yo me quedaría con esta mañana.

Teacher: [To the group] Yes?

Student 8: Volvería.

Teacher: Volvería a esta mañana?

Student 8: I think that the idea of going to a past time in Catalan or Spanish is "volver" or "tornar", we don't say that words. Well, it is not the same meaning.

Teacher: How would you say that, then?

Student 8: Me quedaré con esta mañana is more...

Student 9: Informal?

Student 8: [Starts talking to Student 9]. No sé si es informal pero, que vol dir lo mateix però... I think what he says is... at the end it is the same, but Garfield chose... chooses the morning, that morning, but if we want to translate... not more exactly but more similar, I think that we have to take the idea of... travel on the time, well, and if we say "volvería", tornaria a aquest matí, o, hauria de tornar a aquest matí o tendría que volver, I think it is more exact.

(Translation class 20/11 Group 2)

In the last interventions by Students 9 and 8 we see how the focus of the interaction shifts from being teacher-led to student-led. Especially in the case of Student 8, the intervention is quite long and detailed.

Sometimes student-initiated questions were designed to find the meanings of unknown words. This question in particular was asked during the discussion of the question "Back already?", again in the comic strip where Jon and Garfield are the protagonists:

(14) *Student 1*: What does it mean? Already?
Student 4: Ya estás de vuelta?

(Translation class 20/11 Group 2)

Here Student 4 intervenes to answer her classmate's question, and the whole interaction happens without the teacher intervening.

Another quite lengthy discussion took place during the translation of the comic strip where the fictional characters Jon and Garfield are having a dialogue and Jon says, "You leave the refrigerator door open. I am trying to save energy". The students were asked to first turn the sentences into indirect speech and then provide a translation:

(15) *Student 3*: He said that Garfield… no… he said that he was trying to save energy.
Student 8: In that case, can we put "told"?
Teacher: But then you need an object there.
Student 8: Yes, but I mean, told is more... harder.
Teacher: What do you mean harder?
Student 8: Told...
Teacher: So what do you mean by harder?
Student 8: I think that told is more... [To Student 12] Com es diu "renyar"?
Student 12: [To Student 3]: "Renyar"?

Student 8: [To Student 1] [Asks the same thing, and then to Student 12]. I don't know, "renyar"?

Student 4: [To Student 8]: "Regañar", no?

Teacher: No!

Student 8: No?

Teacher: "Told" is similar to "said".

Student 12: It only has the preposition, that's all?

Teacher: "I told him", but "I said to him".

Student 12: But is the same meaning?

Teacher: Yes! So the present continuous turns into...

Student 3: Past continuous.

(Translation class 20/11 Group 2)

In this particular case, Student 12 is not sure about the meaning and the usage of the verb "tell" (probably confusing it with *tell off*), thinking that it means to reprimand someone. So she shifts the course of the interaction towards her particular interest in finding out what the verb means, and engages Students 4 and 8 in the discussion.

In one of the comic strips seen in class, a mother asks her husband to take their son's games away: "Take his games away. People say they're making him violent." During the discussion of the sentence, Student 12 intervened to express what she thought was the correct translation into Catalan:

(16) *Student 12*: She said that people said that they were making him violent. [...] Ella va dir que la gent deia que els jocs li feien violent.

Teacher: OK, so the past becomes...

Student 12: Imperfect.

Student 8: Imperfect.

Teacher: Next sentence.

Student 12: I think that in Catalan it's... it's not... The games make him violent, but in Catalan I think that it is not...

Teacher: So how would you say that?

Student 8: Els jocs estan fent que es torni violent.

(Translation class 20/11 Group 2)

In this case, Student 12 breaks the teacher-student interaction pattern, ignoring the teacher's request to read the next sentence, and later Student 8 joins in. But then the discussion continues:

(17) *Teacher*: You change the structure, right?

Student 8: Yes.

Student 7: Van fer tornar...

Student 8: Això, but not "els jocs el fan violent". In order for the... the cause is the games, but not... In English is more, like, the games have something that makes you violent, and in Catalan is that.... it's not the games that makes you...

Teacher: Yes, I see what you mean, you shouldn't translate literally.

Student 8: I think English is more direct than Catalan or Spanish, because in English games make him violent, and in Catalan is more... els jocs fan que es torni violent.

(Translation class 20/11 Group 2)

Here Student 8 is trying to explain that there are structural differences between Catalan and English. Student 8 explains this without using grammatical turns, which indicates her lack of metalinguistic knowledge.

In another comic sketch, the Grim Reaper comes to an old lady to take her son away. The old lady gives him candies in order for him to leave her in peace. So when the Grim Reaper receives the candies, he says, "Never mind Margaret, we're good." The students were asked to translate that sentence, and Student 16 reflects on what would be the appropriate translation:

(18) *Student 8*: Li va dir a la Margaret que...

Teacher: Yes?

Student 16: It's like a bit of a forced translation because "we're good" means like OK don't worry about it, so, "Olvídalo, es igual", or "No pasa nada".

(Translation class 20/11 Group 2)

Student 16 seems to be aware of the dangers of literal translation, so before producing the final version she seems to be speaking her thoughts aloud, to finally produce two translated versions.

In their last class with translation, dealing with passives, Group 1 produced a total of ten student-initiated turns. Of these, only a couple are worth commenting on, due to their length and content.

The students were asked to translate the sentence, "Our waiters like to be tipped". Student 22 intervenes to clarify that in Spanish there is no equivalent for the English verb "to tip":

(19) *Student 22*: We don't have translation for the verb "to tip" so we just say "tips", the noun. So, "A los camareros les gusta recibir propina."

Teacher: So, there is no passive here?

Student 22: No, because we don't have verb. We don't have "tip" verb.

Teacher: [Jokes] Yeah, you can invent one now. "Propinar"?

Student 22: Propinar. "A los camareros le gustan que les propinen." [Laughs]

Teacher: ¿Les propinen? [Laughs] That's right. Here we have no passive.

(Translation class 25/11 Group 1)

Student 22 is very much aware that having a passive construction in the English sentence does not mean that there should be a passive in the Spanish sentence.

In the same class, the students were engaged in the discussion of the passives in a manual:

(20) *Teacher*: "This manual contains safety instructions that must be observed to avoid potential hazards", so that we have the passive there right? And how would you say that?

Student 22: Deben ser observados. [...]

Student 3: Leídos

Student 2: Leídos

Teacher: Leídos?. Well, you are on the right track. But it's not exactly "leídos". It's…

Student 11: "Deben ser seguidos"?

Teacher: "Deben seguirse".

Student 22: Then it would be "Instructions to be followed".

(Translation class 25/11 Group 1)

Student 22 does a back-translation to check whether the translated version corresponds to the original sentence. In doing so, he interrupts the teacher-led instruction to produce a student-initiated comment.

In their last class in English-only, there were a total of nine student-initiated turns in Group 2. The class was centered on the discussion of passives. Here I would like to comment on one of the student-initiated interventions during the discussion of an article on selling real estate:

(21) *Student 1*: "I'd like to know at what point is my house sold?" The question mark is not correct here. Because it's affirmative.

Teacher: That's right. And what about the passive there? "At what point is my house sold?"

Student 1: I don't understand the bit of the sentence, "At what point is my house sold". What does it mean?

Teacher: When is my house sold?

(English class 27/11 Group 2)

In her first intervention, Student 1 comments on the use of the question mark, while she was not requested to do so. In her second intervention, the same student disrupts the teacher-led instruction to introduce a question, since she does not understand the meaning of the sentence. The remarkable thing here is that the sentence is devoid of difficult vocabulary, so presumably the student was simply confused and needed clarification.

Looking at all the 145 student-initiated turns, it becomes evident that not only is there more student-initiated participation in translation classes (a total of 105 student-initiated turns in translation classes versus a total of 40 student-initiated turns in English-only classes) but that the nature of turns is also slightly different. Whereas in the English-only classes student-initiated turns usually appear in the form of interventions by a single person, student-initiated turns in the translation classes seem to engage more than one student in the interaction. On the other hand, long student-initiated interactions in the English-only classes that involved more than one student entailed some kind of use of or reference to the L1. That is, they implicitly involved at least mental translation.

5.2.2.2. Codeswitching

Codeswitching is a phenomenon that happens naturally with plurilingual speakers in multilingual environments. Codeswitching as a wider social phenomenon has been under investigation in sociolinguistics for at least half a century now, but recently codeswitching has also come under the spotlight in the field of English as a Second Language (ESL). Language classrooms are increasingly multilingual environments where codeswitching might manifest itself in various forms and for various reasons. If this phenomenon is likely to take place naturally, then it is only logical to pay due empirical attention to it.

Eldridge (1996) draws a taxonomy of motivations for codeswitching in an English as a foreign-language class: equivalence, floor-holding, metalanguage, reiteration, group membership, conflict control, and alignment and disalignment. Equivalence is when students codeswitch to elicit an equivalent item in the other code. Floor-holding is described by Eldridge as a temporary measure for students to express themselves in their mother tongue while they are retrieving the word or expression in the target language. Metalanguage makes reference to students'

perception that discussing tasks can take place in their mother tongue, while tasks themselves are carried out in the target language. Reiteration serves to repeat the message that was first produced in one code but for some reasons was not understood. Group membership is an identity marker. Conflict control is when codeswitching serves the purpose of relieving potential conflict. Lastly, alignment and disalignment mean that a participant may choose to take on a particular role (alignment) or not (disalignment). This classification might prove itself useful for the analysis of codeswitching in the present study.

As it is hard to keep languages in tightly sealed compartments, I naturally expected to find a good dose of codeswitching in the experiment. I now set out to present the instances of codeswitching that I observed in the class recordings.

Codeswitching in the English-only classes. Codeswitching in the English-only classes was a much more isolated phenomenon compared to the classes with translation. All of the five instances of turns with codeswitching happened in Group 2. I suspect this was the case for the simple reason that there were four students (Students 1, 5, 8, and 12) enrolled in the Catalan program whose English was notably lower in comparison with the rest of Group 2. These students were particularly prone to using their L1 in class.

In their first class, which was conducted in English only, there was a situation in which the students in Group 2 were trying to find the function of the past modal in the combination "could + have + past participle" (see Example 2 in the section on student-initiated interaction). In that particular interaction, Student 8 helps Student 12 out when she presumably suspects Student 12 is struggling to remember how to say "finish" in English. The fact that she uses the Spanish "terminado" might indicate that she did not remember how to say it in English either, but for the sake of interactive fluency she chose to use the Spanish word. What follows in Student 12's response, "sí", instead of "yes", might be due to an impulse to continue the interaction in the same language as Student 8. Here, both floor-holding and group membership can be observed as types of codeswitching.

Following on from that discussion, the students were considering the similarity between "could + have + past participle" and "be able to":

(22) *Student 11*: Maybe it would have been "was she able?"
Student 12: Ah, vale, vale, vale…

(English class 09/10, Group 2)

Here it seems that Student 12 is absorbed by the discussion and uses the language with which she feels most comfortable. In that case, it could be a tag switch, although Eldridge (1996) presents no such category. In this particular case, it might also be a case of disalignment, that is, Student 12 decides to shift the language in which the interaction was happening.

The next instance of codeswitching that happened in the same class was when the teacher asked a group of students to carry out an interview. One member of this group was a student in the Catalan program who was particularly shy. Although he had prepared some questions to be asked, he requested to be a mere listener, since he had "prepared only a few questions":

(23) *Student 5*: I prefer to listen to interviews, I'm not ready. Tinc vàries preguntes només.

(English class 09/10, Group 2)

In this particular case, it seems that Student 5 was trying to establish an affective bond with the teacher in his explanation of why he was not willing to participate in the interview. This particular instance of codeswitching could be a case of disalignment.

The last instance of codeswitching that occurred in an English-only class was spotted in Group 2 once again, on the last day of the experiment. Student 3 turned to Student 11 to ask her "¿Qué es esto?" when she found an unknown word in the sentence "Safety helmets must be worn in this area", and, not receiving an answer, Student 3 turned to the teacher:

(24) *Student 3*: I don't know what means "helmet".
Teacher: [To the group] "Helmet", what's "helmet"?
Student 4: Casco.

(English class 27/11, Group 2).

In this interaction, the teacher asks the class to help Student 3 find out what "helmet" means. Student 4, instead of trying to define the word in English, gives its translation in Spanish. It might be that instead of giving lengthy explanations such as "a special type of protection for your head usually made of steel or plastic", it seemed more logical to provide a straightforward solution in the form of a translation, or more exactly, an equivalent.

As mentioned, the cases of codeswitching in the English-only classes were few and far between, and were restricted to just a few words. Codeswitching in these classes did not seem to stimulate as much interaction as it did in the translation classes (illustrated below). At the same time, the motivations behind codeswitching in the English-only classes could be quite varied.

Codeswitching in the translation classes. Codeswitching was more frequent in the translation classes than in the English-only classes, with a total of 35 instances being recorded. There was more codeswitching in Group 2 than in Group 1. Here I will first present codeswitching in Group 1 and then codeswitching in Group 2.

In Group 1, the first instance of codeswitching happened on the very first day of the experiment, when the students were engaged in the translation of the sentence "In the old days, they could hit you with a ruler if you spoke in class":

(25) *Student 5*: Antaño, podían golpearte con una regla si hablabas.
Teacher: Any other version of this?
Student 2: Antiguamente.
Student 5: Como tengo tanta edad...

(Translation class 7/10 Group 1)

Here Student 5 jokes about the word "antiguamente", pretending that she is old, because it seems that she can identify with the situation described in the sentence. This example shows how the presence of Spanish translation helps the student feel at ease and introduce a joke into an instructional environment. This particular case of codeswitching could be an attempt at disalignment, since it seems like the student changes away from her role of a language learner who interacts in the target language. It could also be due to language proximity: since the last turn was in Spanish, Student 5 continues the interaction in that language.

In the same class, the students were engaged in the translation of the modal "be able to" in the sentence "I was able to finish the exam before the bell rang":

(26) *Student 2*: Fui capaz.
Teacher: ¿Fui capaz? So here we introduce another way of expressing modals [in Spanish]. ¿De acabar el examen?
Student 2: Sí.
Teacher: ¿Antes de que sonara el timbre?
Student 5: Yes.

(Translation class 7/10 Group 1)

Here Student 2, due to language proximity, presumably unconsciously switches to Spanish since the teacher uses that language to translate the last part of the sentence. The impulse seems to be unconscious because Student 5 does in fact keep in mind that Spanish is being used for translation and that the answer is expected to be in English.

In similar fashion, one of the students who were translating the sentence "The visitants were allowed to ask Miriam questions" said "sí" instead of "yes":

(27) *Student 9*: Permitir. Los visitantes pudieron hacer preguntas a Miriam.
Student 7: Se permitió…
Student 9: Sí, se permitió a los visitantes…

(Translation class 7/10 Group 1)

On another occasion, students were trying to translate the sentence "She may be the boss, but that is no excuse for shouting like that." The teacher addresses the class:

(28) *Teacher*: So, how can we translate this?
Student 9: Puede ser la jefa, pero eso no es excusa para gritar… Iba a decir algo...
(Translation class 7/10 Group 1)

In this case, the student seems to want to add something but forgets what she wanted to say. This additional information is delivered in Spanish, more likely as a consequence of language proximity.

In their second class with translation, Group 1 performed a total of three cases of codeswitching. In the first case, codeswitching happened while discussing the translation of the sentence "All the files will be deleted from the recycle bin. Are you sure you want to delete them?":

(29) *Student 22*: Todos los archivos se eliminarán de la papelera de reciclaje. ¿Está seguro de que quiere que se elimine?
Teacher: Ok. Do we agree with him? Todos los... how did you say that? Documentos?
Student 22: Sí, archivos.
Teacher: Ok "se eliminarán". So again we have "se eliminarán". And then in the second part how would you say that?
Student 22: ¿Seguro que quieres que se eliminen?
Teacher: ¿Quieres que se eliminen?
Student 22: Pues sí, ¿estás seguro de que... de eliminarlos?
(Translation class 25/11 Group 1)

During his interaction with the teacher, Student 22 codeswitches twice, expressing his agreement in Spanish, followed by a translation into the same language. It would be logical to assume the student tries to save energy by speaking in

just one language instead of going into English for the agreement and into Spanish for the translation. This could be a case of codeswitching due to language proximity.

In the same class, a student shows her frustration when she is trying to translate the sentence "These safety cautions have been classified according to the seriousness of the risk, and icons highlight these instructions as follows":

(30) *Student 2*: Los iconos que marcan las instrucciones... es que...

(Translation class 25/11 Group 1)

In this case, the student makes a false start in Spanish, which is the language into which the translation was done. Here, again, codeswitching due to language proximity could be at work.

As already mentioned, there was more codeswitching in Group 2. Again, three of the four students in the Catalan program propelled much of the codeswitching in Group 2, although there were also instances by their classmates.

In the first class with translation, codeswitching emerged at the very beginning during the translation of the modal "must" in the sentence "Meetings must be held on a regular basis" (see Example 5 in the section on student-initiated interaction). In that fairly lengthy discussion there are nine instances of codeswitching. The discussion on the correctness of *Deber* + infinitive and *deber de* + infinitive in Spanish takes place almost entirely in Spanish in the case of Student 17, who at the beginning makes an effort to continue communication in English, but quickly gives up and switches to Spanish. As a consequence, the teacher also switches to Spanish to keep the interaction flowing. The reason behind the language choice, particularly in the case of Student 17 might be that she felt more comfortable discussing metalinguistic issues in her L1.

Similarly, the discussion of the phrase "We must meet more often" generated codeswitching, after the teacher had asked for a translation:

(31) *Student 6*: "Debemos quedar más a menudo."
Student 3: "¿Deberíamos?"
Teacher: What do you change if you say "deberíamos?"
Student 3: Suggestion?

Teacher: It's a suggestion.

Student 8: "Debemos" is obligación.

(Translation class 16/11 Group 2)

Here, in the same manner as in the previous example, the fact that the translation is followed by codeswitching suggests that codeswitching was due to language proximity brought about by the translation task.

A further chunk of interaction was full of codeswitching, where more than one student engaged in this strategy while translating the sentence "I don't see anyone there. You must be imagining things". Having Catalan as a second language for translation in class interactions fostered lengthy discussions on the correctness of the expressions, and these discussions were on occasions carried out entirely in Catalan or Spanish. This, in turn, boosted student-initiated interaction:

(32) *Student 11*: Nune, estábamos diciendo que no usaríamos modales, diríamos "Yo no veo a nadie, te lo estás imaginando", sin el "debe" este.

Students: [A lot of group discussion, mainly between S11 and S17, incomprehensible, one student mentions Catalan.]

Teacher: Sorry, what did you say about Catalan?

Student 17: En catalán, hay gente que dice "Tinc que", y eso es incorrecto. En catalán se tiene que decir "he de".

Student 11: Entonces la gente piensa que en español, "he de" está mal dicho porque es del catalán, cuando sí se puede decir.

Student 17: En catalán, "tinc que" es incorrecto.

(Translation class 16/11 Group 2)

In this interaction between Student 11 and Student 17, the metalinguistic discussion is in Spanish, even though the teacher asks the question in English. It seems that the students are more comfortable discussing such matters in their L1. The same was true when discussing the sentence "You needn't (or don't need to) answer the question now - you can think over it at home":

(33) *Student 16*: "No has de contestar la pregunta ahora, puedes pensar sobre ello en casa."
Teacher: So here is the case we were talking about before, "no has de".
Student 14: "No tienes que."
Student 8: ¿"No has de" es en castellano?
(Translation class 16/11 Group 2)

The doubt about the correctness of the phrase in Spanish is verbalized in Spanish. In the same class, the student commented on the interview activity:

(34) *Student 14*: Es que... We thought we had to do it together, so...
(Translation class 16/11 Group 2)

The student starts speaking in Spanish but quickly switches to English, apparently after she realizes the language of interaction is English. This particular case of codeswitching seems to be due to language proximity, since the student then corrects herself.

In one of the job-hunt interviews, one of the students asked the question "¿Qué te hace pensar que deberías ser el adecuado para este trabajo?". During the discussion on the interview, the student referred to the grammatical gender of the adjective "adecuado":

(35) *Student 6*: Well, adecuado, adecuada... se puede cambiar.
Teacher: I wasn't thinking about the gender, but the modal itself.
Student 6: Creo que en español se suele decir así.
(Translation class 16/11 Group 2)

The student again starts off using English, but since he uses the Spanish adjective "adecuado" he continues speaking in Spanish. Even when the teacher intervenes in English to clarify the focus of translation, the student continues speaking

in Spanish. Here again, it looks like the student is more comfortable using Spanish to discuss metalinguistic matters.

As mentioned in the chapter on methodology, the experiment was meant to be carried out in two languages, English and Spanish. Although the participants had Catalan and Spanish as their L1s, there was a Chinese exchange student in Group 1 who did not speak any Catalan. In order not to marginalize her linguistically, I decided to do all the translations into and out of Spanish. However, it was hard to maintain linguistic homogeneity, especially with Group 2 where there were four students who were enrolled in the Catalan program and were not in the presence of the Chinese student. These students used Catalan to interact with their classmates and with the teacher. Their behavior clearly affected the rest of the students in the class, who also switched to Catalan when interacting with the students from the Catalan program. For example, in one of the interviews that the students performed in class, the interviewer started speaking in Spanish, but when the interpreter (one of the women from the Catalan program) used Catalan to interpret a passage in the interview, the interviewer quickly switched to Catalan:

(36) *Interviewer*: ¿Podrías decir cuántos años de experiencia has tenido en este sector?
Interpreter: Can you tell us how many years are you working in this...?
Interviewee: I finished my studies recently so I've been working a year.
Interpreter: Va acabar els estudis fa poc i va treballar un any.
Interviewer: Creuries que potser t'hem d'escollir davant de l'altra gent? Per quin motiu?

(Translation class 16/11, Group 2)

This switch is probably due to the power relations between the interlocutors. The interpreter went into Catalan (the one who had the power), although the original question had been asked in Spanish. As a consequence, the interviewer (consciously or unconsciously) gave up speaking Spanish and switched to Catalan. Here Catalan probably worked as a marker of group membership.

In the following translation class, the topic was reported speech. Group 2 again performed quite a considerable amount of codeswitching. Right at the beginning of the class, a student commented on what she knew about reported indirect speech, thus performing a tag switch:

(37) *Student 4*: It is used to report about the events in the past. Bueno, in the past...

(Translation class 20/11, Group 2)

Tag switches were quite frequent with the students from the Catalan program. Interjections such as "bueno" (well), "a veure" (let's see), "ay!" (oh!) were frequent in general, but so too were longer segments. During the discussion of how to quote correctly, one student switched to Catalan, apparently in a sudden moment of desperation at not knowing how to express herself:

(38) *Teacher*: [Student 7] says we have to put two dots there, inverted commas, then close the sentence, do you all agree?

Student 8: You need a... mark of... exclamation? És que no sé com dir-ho.

(Translation class 20/11, Group 2)

The student uses Catalan to express her doubt about whether or not an exclamation mark can be used in reporting. The fact that she uses Catalan here suggests that she relies on her L1 when she is at a loss linguistically. Here metalinguistic codeswitching can be said to be at work.

In the same class, during the discussion of the comic strip text "If you could live in another time, when would it be, Garfield? – I'd have to go with this morning, when we had donuts.", one of the students again used Catalan to answer to the teacher's question in English:

(39) *Student 4*: "Jon le preguntó a Garfield que si él pudiera vivir en otro... otro tiempo, en cuál sería."

Teacher: How did you translate the modal "could"?

Student 4: "Pudiera".
Teacher: What is that?
Student 8: Subjuntiu?

(Translation class 20/11, Group 2)

Here again, metalinguistic knowledge is expressed in Catalan. Student 8 answers "subjuntiu" instead of the English "subjunctive", which are cognates and in principle should pose no problem to the student. Even more interesting is the fact that the student chooses the Catalan grammar term to refer to the translation that is in Spanish.

In the last example, while Student 4 speaks Spanish to presumably relieve stress, Student 8 first uses Spanish (to show group membership) and then Catalan with two purposes. Firstly, she chooses Catalan over Spanish in her second intervention, probably as a means of cultural differentiation (which would be an informed choice), but at the same time she seems to be struggling to produce metalinguistic speech in English, but does not succeed in doing that:

(40) *Student 8*: ¿No has dicho, no "tendríamos que ir..."?
Student 4: No, es que no sé cómo traducir "Go with this morning", no le encuentro sentido...
Student 8: Crec què... ay... I think that it means "Hauria d'anar", o sigui, "hauria de tornar a aquest matí, quan teníem dònuts".

(Translation class 20/11, Group 2).

Again, metalinguistic knowledge is expressed in Catalan when Student 8 tries to define the grammatical tense after she had produced the sentence "I'm trying to save energy!" in the reported speech:

(41) *Student 3*: Él dijo que estaba intentando ahorrar energía.
Teacher: So, past continuous becomes... Estaba intentando?
Student 8: [To Student 12 and Student 7] Ah... it's a periphrasis.
Teacher: That's right. What exactly?
Student 8: It's... passat perifràstic.

(Translation class 20/11 Group 2)

Even though Student 8 herself says "periphrasis", she switches to Catalan to answer the teacher's question.

The analysis of the cases of codeswitching in the two groups shows that codeswitching was more abundant and lengthy in Group 2 than in Group 1. Also, Group 2 used codeswitching in a way that boosted student-initiated interaction, probably because it made interaction easier with the teacher and the classmates.

While Eldridge (1996) distinguishes between seven types of codeswitching, there can be added an eighth type, namely language-proximity codeswitching. This type of codeswitching has manifested itself on many occasions in the experiment and occurs when a word is enclosed between two words in one particular code. For example, when the students were translating into Catalan, they also used Catalan in between phrases, presumably not to switch from one language to another constantly, probably to make extra effort. This can be seen in the last example where Student 8 uses "o sigui" in between Catalan phrases instead of "that is". Another example is when Student 17 in the translation class of 16/11 says, "I'm not sure but I think in Catalan it's 'han de', y en castellano...". Instead of continuing her speech in English, the student prefers to switch to Spanish probably as a consequence of proximity with the Spanish example.

5.2.3. Interviews

The pre- and post-experiment questionnaires were designed to ascertain whether or not the students' opinions of translation in foreign-language teaching changed in the course of their classes. Looking at the results of the questionnaires, it became obvious that the students as a group were predominantly positive about the role of translation in foreign-language teaching, in both the pre- and post-experiment questionnaires. I thus decided to focus on conducting interviews mainly with key students whose responses to the questions were negative, or sometimes very neutral as compared to the means obtained from the group for the same questions. In order to contrast these students' views, I also chose a couple of students whose opinion on translation had improved.

In all, nine students participated in the interviews. All of the students were bilingual in Spanish and Catalan. Table 47 shows the results of the pre- and post-experiment questionnaire results of the nine participants.

Table 47. Responses of the nine participants (group and assigned student number in brackets) to Questions 1, 3, 4, 5 and 6 in the pre- and post-experiment questionnaires (Q1 and Q2 respectively) as compared to the means of the same questions in the whole group. Two-point movements are in bold.

Interviewee 1 (G2 S12)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	5	5	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	5	5	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	4	5	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	5	5	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	4	5	3.69	3.66

Interviewee 2 (G1 S7)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	5	4	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	**4**	**2**	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	**5**	**3**	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	5	4	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	5	4	3.69	3.66

Interviewee 3 (G1 S14)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	4	4	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	4	3	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	4	3	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	4	4	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	4	4	3.69	3.66

Interviewee 4 (G2 S3)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	4	4	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	4	4	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	4	4	3.80	3.61

5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	3	4	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	3	3	3.69	3.66

Interviewee 5 (G2 S15)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	5	5	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	**3**	**5**	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	**3**	**5**	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	**3**	**5**	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	**3**	**5**	3.69	3.66

Interviewee 6 (G2 S9)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	3	4	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	**5**	**3**	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	4	3	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	5	4	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	4	3	3.69	3.66

Interviewee 7 (G2 S4)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	5	4	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	4	3	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	4	3	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	4	3	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	4	3	3.69	3.66

Interviewee 8 (G1 S6)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	3	3	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	3	2	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	3	3	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	3	3	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	3	3	3.69	3.66

Interviewee 9 (G2 S14)

Question	Q1	Q2	MeanQ1	MeanQ2
1. "Translation should be taught as part of an undergraduate degree in English Studies"	4	3	3.91	3.75
3. "Translation from L1 into English is useful as a means of learning English"	**5**	**3**	3.86	3.58
4. "Translation from English into L1 is useful as a means of learning English"	**4**	**2**	3.80	3.61
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	**5**	**3**	3.72	3.66
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	**4**	**2**	3.69	3.66

Interviewee 1

The responses of Interviewee 1 were strongly in favor of translation for all the key questions in both pre- and post-experiment questionnaires, except for Questions 4 and 6 in the first questionnaire, which she marked with a 4 (Agree). This student was chosen for an interview because her responses were frankly enthusiastic about translation already before the pilot, and even more so after it.

Interviewee 2

Interviewee 2 was chosen for the interview since her opinion on translation was more negative in the second questionnaire as a whole. In particular, she changed her opinion on Question 2 "Translation from L1 into English is useful as a means of learning English", which she marked as "Agree" in the pre-experiment questionnaire and as "Disagree" in the post-experiment questionnaire. I thought it would be interesting to investigate what reasons led her to believe that translation from L1 into English was *not* useful as a tool for learning English.

Interviewee 3

Interviewee 3 expressed his approval of translation with a straight "Agree" throughout the first questionnaire, while in the second one he gave a 3 to Questions 3 and 4, "Translation from L1 into English is useful as a means of learning English" and "Translation from English into L1 is useful as a means of learning English" respectively.

Interviewee 4

Interviewee 4 was positive about translation in both questionnaires, except for Questions 5 and 6 in the first questionnaire and Question 6 in the second one, all of which he marked with a 3.

Interviewee 5

In the case of Interviewee 5, what catches the eye in the pre-experiment questionnaire is her absolute agreement that "Translation should be taught as part of an undergraduate degree in English Studies", while all the subsequent questions are marked with 3. In the second questionnaire, however, all the values rise to "Strongly agree".

Interviewee 6

Interviewee 6 was quite positive in the first questionnaire. She marked Question 1, "Translation should be taught as part of an undergraduate degree in English Studies", with a 3 on the 5-point Likert scale, while she responded positively to the rest of the questions 3 through to 6. In the second questionnaire she gave Question 1 a 4 (Agree), while the rest of her responses were mostly neutral, which indicates that while this student's opinion on the presence of translation in a foreign-language had improved, her opinion on translation as such had deteriorated, which might sound as a paradox.

Interviewee 7

While in the first questionnaire Interviewee 7 marked Question 1 as "Strongly agree", he gave a 4 for the rest of the questions. Likewise, in the second questionnaire he marked Question 1with a 4, while all the other questions were marked with a 3. This suggested a change in the negative direction.

Interviewee 8

What made Interviewee 8 an interesting student for an interview was that she marked almost all questions from both questionnaires with a mere 3. It was unclear if this student was unsure about whether she thought translation was useful or she was more interested in getting rid of the questionnaire quickly.

Interviewee 9

The responses of Interviewee 9 were notably more negative in the second questionnaire, with an overall positive attitude giving way to a more uncertain one. It seemed interesting to ask what exactly had caused this change in attitude.

These were semi-structured interviews aimed at finding out not only what kinds of translation (if any) was present in their language learning before the experiment, but also some insights into what opinion they had developed about translation after having experienced it in their English classes. The interviews were conducted in English, for two main reasons. Firstly, English was the language of normal class-time use. Introducing Spanish or Catalan in any of the stages of the experiment (for example, in the questionnaire directives) could have falsely augmented the proportion of use of these languages during the classes. Secondly, English was used as the language of the interviews in order to avoid misinterpretations when translating the students' responses into English, which is the language in which the research is presented.

In this subsection I will present the responses of the nine students in the same order I presented them in Table 47, focusing on the students' most thought-provoking responses. The description provided below give some of the basic information about the participants (such as their sex, age and the final grade obtained from the subject preceding the experiment) and are more descriptive than explanatory. The interview guide can be consulted in Appendix 4.

Interviewee 1 (female, age 19, grade 9.5): The interviewee's opinion of translation was extremely positive ("Strongly agree") on all the questions at the end of the experiment, so I was curious to listen, in her own words, to exactly what she thought about translation. In the course of the interview, she recognized that she had not experienced any use of pedagogical translation prior to the experiment. Moreover, she affirmed that the use of translation in foreign-language courses was explicitly prohibited in her schooling (responses are kept in their original form, here and throughout):

Interviewee 1: Yes, in "batxillerat" [the last stage of post-compulsory secondary education] our teachers always… well, my teacher used to say that we had to use English, in English lessons just English. No Spanish, no…

I asked what she thought about the effects of English-Spanish or English-Catalan translation on foreign-language learning:

> *Interviewee 1*: Well, I prefer the other way round, from your mother tongue to the language you're learning. I think you learn more. Because if I have to translate something from Spanish into English, I have to know more than if it's the other way round because it's English into Spanish, I can always use synonyms, if I can't find the right word, if I see a difficult word in English, and I can't find the Spanish one I can always use a synonym, because I have lots of synonyms in Spanish, but if it's a Spanish word and I can't find the English one is more difficult, I think. So I think you learn more if you translate to the language you're learning, I mean from Spanish into English.

Here she indicates that translation into the mother tongue gives the student a chance to evade exactness, as they will always be able to find a close synonym to the word they cannot remember in the target language.

As can be seen in Table 47, this student's opinion of translation was very positive prior to the experiment and had improved only slightly by the end of the experiment. This contrasts with her response to the question on whether her opinion had changed after the experiment:

> *Interviewee 1*: Yes, I would like to translate more, I'm really bad at explaining myself. I'd like to have more lessons like the ones we had with you, when we translated some things and we saw the difference in modals in Spanish and English, and all that.

Interviewee 2 (female, 18, grade 8.2). The interviewee started off with quite a positive opinion of translation, but her appreciation had decreased notably by the end of the

experiment, so I wanted to find out what the reasons were for such a drastic change. She also corroborated my suspicion that English in schools is delivered in an increasingly monolingual fashion. Her opinion of translation, as already mentioned, became more negative, but at the beginning it was positive:

Interviewer:	What was your opinion of translation in a foreign-language class before this experiment?
Interviewee 2:	I thought that it was very useful because if I didn't know how to say something in English I could say it in Spanish and then find the words to express the same in English. And probably because when I was at high school I didn't do lots of classes about translation I expected a lot of teaching… translation classes, I mean at high school I didn't do any kind of classes with translation and I was very excited about how it works.
Interviewer:	And please tell me what your opinion of translation is now, after we've had some translation exercises.
Interviewee 2:	I think that it has changed a little bit, because for example I can't remember verbs with prepositions, I tried to translate them into Catalan or Spanish, and it's not the same and I [become] very frustrated that because it doesn't work the way would like it to do.

The striking conclusion here is that the student tried to apply a word-for-word translation strategy to essentially untranslatable aspects of grammar, in this case it seems she was talking about phrasal verbs. It has to be specified here that in the experiment, the students were never encouraged to translate prepositions.

Interviewee 3 (male, 19, grade 8). The interviewee's responses were slightly more negative at the end of the experiment, dropping from 4 to 3 in the two key questions on the usefulness of pedagogical translation:

Interviewer: What do you think the effects of English-Spanish translation are on foreign-language learning? What do you learn?

Interviewee 3: Expressions, because the expressions in English are not literally in Spanish. So, expressions are different to mean the same thing. So you learn expressions and different structures as well.

Interviewer: Ok. And what kind of effects do you think Spanish-English translation has on learning foreign languages?

Interviewee 3: To English? Maybe we don't translate perfect in English, because we tend to imitate the structures in Spanish. And so there are words that are false friends, so that kind of things. I think that it's better to do the other way round to learn more English.

Here the student says that translation into Spanish is useful because it teaches structures and vocabulary, and no imitation happens into Spanish. However, for Interviewee 3, the opposite is not true: he affirms that translation into English causes interference from his mother tongue.

Interviewee 4. Interviewee 4's (male, 19, grade 8.2) opinion of translation as a skill (not as a tool for foreign-language learning) had become more positive by the end of the experiment. My primary goal was to see in what way his opinion had changed as a consequence of the experiment.

Interviewee 4 admitted having had strictly monolingual training in English, with unmonitored and sporadic use of mental translation:

Interviewer: Have you had any teachers that would use translation activities in your secondary or high school?

Interviewee 4: No, no translation, we focused more on grammar, vocabulary... We had to translate in our minds to understand it better but not translate in writing.

Interviewee 4 was also more positive about the role of L2 rather than L1 translation in his foreign-language classes:

Interviewer: What do you think the effects of English-Spanish translation are on your foreign-language learning?

Interviewee 4: I think it's more important to translate from your mother tongue into a foreign language because it is more difficult, it is not as clear. You can make mistakes of translating literally from your mother language and if we take English and we translate into Spanish and Catalan it is easier, or not as confusing as it could be to translate from Spanish to English.

Again, the issue of interference from the mother tongue comes up.

Interviewee 5 (female, 19, grade 7.8). The interviewee had formed a strongly favorable opinion of translation by the end of the experiment. I was naturally curious to see what had made her change her opinion.

Interviewee 5 recognized that her English classes in secondary and post-secondary education were delivered exclusively in L2. Further, in her response to my question about the effects of translation into L1 or L2 on foreign-language learning, she referred to something that sounds similar to Selinker's concept of interlanguage, where there is a "separate linguistic system" (Selinker 1972: 214) or a language that is halfway between the student's L1 and the target language:

Interviewee 5: You have to know the structures and to control the situation of, well, in English you use that structure and in Catalan that, but in Catalan you use that way but not

> in English… *I think your brain makes another language*. I don't know how to say it, but it's that point of different languages and different ways of working, I don't know. [italics mine]

Interviewee 6 (female, 19, grade 6.3). This student was chosen because the questionnaire scores on the usefulness of translation had become more negative by the end of the experiment, although she actually became more positive about having translation in the degree. This student also confirmed that no translation or L1 had been used in her schooling. When asked about the use of English-Spanish pedagogical translation, Interviewee 6 replied:

> *Interviewee 6*: I think that it is good; this helps me, because I learn a lot of vocabulary. I search to the Internet and then I realize that I remember more, mostly the vocabulary. The grammar is something that we have inner, because we are doing grammar, since five? I don't know, but the vocabulary something that is really difficult to me. So, translating makes this easier for me.

What she states is that grammar in her specific case had been internalized and that L1 translation helps her acquire new vocabulary. Interviewee 6 did not seem as positive about L2 translation, stating that its value was less evident than that of L1 translation.

A very interesting comment comes when Interviewee 6 gives her opinion of literal translation, which echoes her classmates' concerns about the same issue:

> *Interviewee 6*: I think it would be interesting to know what we can translate literally and what we cannot. I think that it would be easier for us to think in Catalan or to know when we can or cannot think in Catalan.

Here Interviewee 6 seems to imply that overt discussions on mental translation would help her to decide *when* she can translate mentally, since she appears to do it anyway.

Interviewee 7 (male, 19, grade 8.4). The interviewee had a positive opinion of translation prior to the experiment, but by the end of it his opinion was neutral. I was naturally interested to find out what had caused the change.

Interviewee 7 recognized having had translation at school, although in small doses:

> *Interviewee 7*: We didn't used to translate nor in Catalan, nor Spanish. Only in English sometimes. We had some exercises for translation, but it was very little. We did this few times.

Further, to my question about what exactly he found useful in English-Spanish translation, he answered:

> *Interviewee 7*: Well, for example translation from English to Spanish in my case I learn a lot of vocabulary, also the structures, the grammar structures, and also idioms or fixed structures, and then I look how is idioms or fixed structures in Spanish, so that I can compare both.

What he had to say about L2 translation was the following:

> *Interviewee 7*: I think I find more difficult when translating from Spanish to English because if you have one expression In Spanish, and you don't know how to say it in English, well, maybe you try to transliterate, and maybe this transliteration is wrong in English, that's why I think is more difficult to translate from the mother tongue to the foreign language. Because if you have some structures in your mother tongue that are very

different from the foreign language, maybe you don't know how to say, well I look it up on internet, to see how it is.

In this particular case, the student is fighting the challenge to translate into a language in which he is not quite proficient, and he feels the need to rely on external means such as the Internet.

As a concluding remark, Interviewee 7 expressed his desire to see more translation at lower levels of education:

Interviewee 7: I think that at schools and high schools there should be translation and there is no translation, from my experience.

Interviewee 8 (female, 19, grade 7.2). The interviewee was suspiciously systematic in answering all translation-related questions with a vague 3 "Neither agree nor disagree", in both the pre- and post-experiment questionnaires. There was no other student with such noticeable neutrality. I wanted to check whether it was neutrality or sheer indifference towards translation. When I asked her about the usefulness of L1 translation, she responded as follows:

Interviewee 8: You learn not to translate everything literal and how the different English for example works different from the Spanish or Catalan structure. I don't know…

With respect to L2 translation, Interviewee 8 responded "the same". In general, her speech was full of one particular linguistic filler: "I don't know". This can be interpreted as her not being sure of what opinion she held on translation. At some other times, she openly expressed her negativity towards translation:

Interviewer: At some point you said you don't like translation as a language-learning strategy. What is that about translation that you don't like?

Interviewee 8: Mm, I don't know, speaking activities teach you more fluency in English, or even writing, there you see your own mistakes, you can improve, but translation is… I don't know how to explain it; it's very closed, only one context, a sentence that you translate.

The paradox here is that this student only envisaged translation as an activity lacking context and applicable to disconnected sentences, although she was present during the experiment and had seen what other uses translation could have.

Interviewee 9 (female, 18, grade 9.4). In her pre-experiment questionnaire, the interviewee was quite positive about translation, while in her post-experiment questionnaire she appeared to be undecided in all of the questions relative to translation. Further, she became negative in the two questions that addressed L1 translation (both as a pedagogical tool and as a skill in its own right). As in the previous cases, I was concerned about this change and wanted to find out what the cause for it was.

Interviewee 9 confirmed her classmates' statements that translation is mostly absent from primary and secondary education:

Interviewer: Have you ever had teachers that would tell you "Don't ever use your mother tongue in class", in an English class?

Interviewee 9: Most of them. We used to have like punishment if you spoke in Spanish like you had to stand for five minutes.

What she describes here is an extreme application of immersion, accompanied with physical punishment. To my question on English-Spanish translation, Interviewee 9 responded:

Interviewee 9: I don't know. I don't really like translating because I think that the languages mix up and it's important if you're learning English to focus in English and if

> you're learning Spanish you focus in Spanish. I can't say that for some people it's better to translate it because they learn more, so that they can relate what it means in their language to what it means in English and then remember better the… not the meaning of words but also the structure like grammar.

Here Interviewee 9 allows the possibility of other people learning from translation, but in her specific case translation causes interference. Here is what she had to say about L2 translation:

> *Interviewee 9*: I think that's more useful because you learn more vocabulary in English because you already know in your language, so, you know how to say something and try to translate it and then now you know how to do it, say it in the other language, like the other way round, you already know in Spanish.

Interviewee 9 thus sees the inherent value of L2 translation as contributing to the expansion of vocabulary.

As a general commentary, it can be said that the interviews proved themselves useful in that they offer insight into the issues relating to translation in foreign-language learning. Particularly interesting is the fact that this was probably the first time the students were ever asked what opinions they held about translation, since the students themselves reported that translation was not only invisible in their secondary education, but sometimes even penalized.

Some of the students in the interviews showed their preoccupation about the fact that they might be translating mentally. What was particularly interesting is that they seemed not to be very sure about how to manage it correctly, or more exactly, whether mental translation could be managed at all.

6. Discussion

In this chapter I proceed to the discussion of the results obtained from the analysis of the main experiment. More precisely, I will try to interpret the results and thus test the hypotheses formulated in the chapter on methodology. I will divide my discussion into two main sections: 6.1 Hypothesis testing and 6.2 Supplementary findings. I will close the chapter by trying to make connections between the three sets of findings.

6.1. Hypothesis testing

In broad strokes, this study focused on the interaction originated by two types of activities in classes teaching English as a foreign-language: classes including translation activities, and classes in English only. More exactly, the experiment aimed at finding out whether or not translation, used communicatively, would boost student participation in class. This should ideally correlate with attitudes towards translation, which were measured through the pre- and post-experiment questionnaires. The expected outcome was that an increase in class participation (which might also signal an increase in the level of motivation) in classes with translation would correlate with more positive opinions about the use of translation in an English class. Quantitative data were gathered to test the following four research hypotheses.

6.1.1. Hypothesis 1: Interaction

The first hypothesis (H_1) postulates that Communicative Translation activities correlate with more interaction in an English as a foreign-language class than do English-only activities. This hypothesis was put forward to check whether there would be more turns per student, and longer interventions, when using translation as compared with teaching classes in English only. In order to confirm or refute this hypothesis, I formulated two sub-hypotheses:

$H_{1.1.:}$ In an English as a foreign-language classroom, Communicative Translation activities correlate with *more* turns than do English-only activities.

$H_{1.2.:}$ In an English as a foreign-language classroom, Communicative Translation activities correlate with *longer* turns than do English-only activities.

$H_{1.1.:}$ Interaction counted as number of turns. As shown in the results chapter, the difference between the number of turns in the translation classes as compared to English-only classes was not statistically significant (total number of turns p=0.063; teacher-initiated turns p=0.118). This result was rendered by the statistical analysis, however, and there are reasons to doubt the validity of statistics in cases of very uneven distributions of data (see Tables 13 and 14 above). The raw numbers of interactional turns in the classes were clearly quite different. This can be consulted in Table 8, which shows that the total number of interactions in all the classes and in all the groups carried out with translation was higher than in the classes carried out in English only. This result can only be compared to Källkvists' (2013a) study. In it, Källkvist shows the number of student language-related episode (LRE) turns prompted by the teacher, but does not provide a statistical analysis of whether these were similar or otherwise in the different English-only classes and the translation classes of her study. However, looking at the percentages of the teacher-prompted student LRE turns that she provides, it seems that these are similar the ones in the present study.

Although translation presupposes double effort, that is, it starts from one text in one language and somehow reproduces the text in another language, or, as defined by André Lefevere, "Translation is, of course, a rewriting of an original text" (Lefevere 1992: vii), here "rewriting" understood more broadly as "reformulation", there is no statistical evidence that translation thus evokes more interactional turns in teacher-prompted interaction. However, if compared in terms of the mean number of turns per student as a total (that is, in all the translation classes versus all the English classes), there is an obvious difference between the classes with translation and in English only: in the English classes there were 14.65 turns per student, while in the translation classes there were 19.86 turns per student. This difference in practical terms is important, even if the tests showed that was not statistically significant.

However, it should be mentioned that this result shows what *can* happen in a class carried out with translation, and not what *tends to* happen whenever translation is used.

$H_{1.2.:}$ *Interaction counted as number of words.* Even if there is a large number of student turns, if they are short (for example, a short answer to a teacher's long question) there is a risk of overlooking the actual amount of interaction under different modalities, here translation and English. That is, failure to represent the length of the turns might give an erroneous representation of the amount of teacher-initiated and student-initiated speech. In order to depict the actual distribution, I decided to complement the findings on the turns taken by the students with the word count from the transcriptions of the class interactions. The word count showed that there were no statistically significant differences in the amount of words produced in classes with translation and in English only (total number of words p=0.474; teacher-initiated p=0.337). In terms of the difference in raw number of words under the two modalities (Translation and English-only), it can be observed in Figure 7 that it was roughly similar. However, there was much more interaction in Group 2 as compared to Group 1.

Keeping in mind that there were no statistically significant results regarding the two sub-hypotheses, it should be noted that the difference in raw number of turns in the two modalities (translation and English only) is nevertheless worthy of attention. The paradox lies in the fact that the difference in the number of turns was not matched with a similar difference in the number of words. However, since what makes a class really dynamic is the turns taken and not their length, one might suggest that the classes with translation were more interactively dynamic than the classes in English-only.

Since there were no statistically significant differences between the number of turns and length of turns measured in number of words, it can be concluded that H_1 has not been confirmed statistically.

6.1.2. Hypothesis 2. Student-initiated interaction

The second hypothesis (H_2) posited that Communicative Translation activities correlate with more *student-initiated* interaction in a foreign-language class than do English-only activities. As shown by the analysis in the results chapter, student-initiated participation was indeed more frequent in translation classes as opposed to English-only classes. The difference between groups was statistically significant ($p=0.021$). The difference was also statistically significant between the two groups ($p=0.044$). This can be explained by the fact that translation arouses interest in how different parts of grammar work in different languages. Therefore, it can be stated that H_2 has been confirmed. These findings are in line with Källkvist (2013a), who found that student-initiated turns were more frequent for the translation task as compared with other tasks (gap, noticing, and composition) that dealt with the same grammar point. These results might be attributable to students' engagement and interest when translation activities are used, particularly in terms of comparing the target language to their L1(s). On the other hand, translation is all about negotiating meaning (Siefert 2013; Al-Kufaishi 2004): multiple interpretations and variations of the same text may result in a boost in student-initiated interaction, whereas English-only texts seem not to cause that effect to the same degree. In this interaction pattern, which is marked by student-led instead of teacher-led discourse, the role of the teacher is confined to that of an interaction moderator rather than that of the one who "teaches".

6.1.3. Hypothesis 3. Comprehension vs. production-based activities

Hypothesis 3 posited that student-initiated interaction will be higher in comprehension-based activities (into the L1) as opposed to production-based activities (into the L2). The class design included translations both into the students' L1 (Spanish) and into English. This was done in order to check whether the number of student-initiated turns would be similar in the two tasks. It is noteworthy, however, that the two tasks were different in nature. Translations into the L1 were done using sentences and occasionally longer texts (comic strips, instructions, etc.), where the focus was on comparative grammar, while translations into English were mainly done during the activities where students had to carry out oral activities (liaison interpreting

in the classes with translation). The results of the class recordings showed that while the students were very participative during the first part of the class where translations were carried out into their L1, they were quite passive when it came to discussing translations (here translation means the liaison interpreting activities) into English (only 10 or 11% of the total student-initiated turns came from translation activities into English). On the whole, only 14 or 10% of all student-initiated turns were produced during the production activities. These findings are in line with Suzuki and Itagaki (2009), who found that there was more languaging in comprehension-based activities (into the L1) as compared to production-based activities (into the L2).

The fact that the students were relatively inactive during the translation activities into English may be attributed to various reasons: interpersonal, linguistic, and acoustic. Since the activity required the students to comment on their peers' presentations, they might have viewed it as unethical to discuss their classmate's work critically: there may exist an implicit code of ethics that prevents them from open discussion of the correctness of a peer's work. This is evidenced by Fallada et al. (2005), who theorized that students attending in-person classes may have a special type of cohesion as a group where students develop a kind of a relationship with each other that resembles family relations. Students may place affective ties before anything related to the course itself. In addition, students may form collective thinking since they also tend to speak on behalf of their peers. In this scenario, it is hard to imagine a situation in which students would openly discuss their classmates' mistakes. At the same time, it is possible that the students' metalinguistic awareness was weaker in English than it was in Spanish, and they did not feel skilled enough to discuss the correctness of the English sentences in English. During the interviews, some students did admit their level of English was far from being ideal, "the level in high school here [in Spain] is the worst I have ever seen" (Interviewee 6), "The level of languages in Spain is awful" (Interviewee 1).

Another reason might be that the interpreting done during the interview activities went too fast for them to receive and digest the information, which made it difficult to discuss later. This is evidenced by the comment made by one of the students during the interviews:

> Maybe I think is that we possibly made some mistakes because we did at the moment of speaking and as we go very fast. Maybe we made more mistakes that we thought that we couldn't correct all of them, but it's normal because when we speak, we speak very fast. So, it's difficult to correct everything at the moment or after because you can't remember some words. (Interviewee 4)

This might show that in order to create a welcoming atmosphere for discussion after such communicative activities as, for example, role-play, it would be necessary to ensure that students are able to follow the thread of the conversation. Many translation manuals propose role-play as a communicative translation activity (Duff 1989; Stern 1993), but its value as a debate-generating activity also has to be well-delineated. In this respect, the "action research" methodology used in this study has helped to uncover at least this particular issue of role-plays with translation.

6.1.4. Hypothesis 4: Pre- and post- experiment questionnaires

The fourth hypothesis posited that the students' positive attitude to translation will increase after direct experience of classes in which Communicative Translation is used. The logic behind this hypothesis is that if the students participated more in class discussions as a consequence of having translation activities, they would perceive the difference in their own participation pattern and that would supposedly result in a better opinion of translation as a tool for learning English.

Many studies have reported that students have increasingly positive opinions about translation, both those who had no direct exposure to this teaching technique and those who had (Laviosa 2014b; Ashouri and Fotovatnia 2010; Carreres 2006; Liao 2006). However, to my knowledge there are no studies that look into how students' opinions change over the course of a foreign-language subject that includes translation as a foreign-language teaching tool, especially when students have had no previous experience of translation in class.

As already mentioned in the chapter on methodology, the pre- and post-experiment questionnaires were devised using Carreres's (2006) questionnaire as a reference. Carreres administered her questionnaire to second- and third-year students taking the Modern Languages Degree at Cambridge University in 2006. As Carreres

points out, these students had already had substantial exposure to translation, which enjoys the status of a "language course" in their degree. One substantial difference between the students in my study and those of Carreres's is that the students in my study had not had any exposure to translation prior to the experiment. This was evidenced both by the individual interviews and by the students' responses to the pre-experiment questionnaire, which asked students to stop at Question 12 if they had not had any translation classes (only one student completed all the 16 questions). Since Carreres's experiment involved students with previous experience with translation, it was interesting to contrast their responses with those provided by the students in my experiment. If we can overlook all the other differences between the two studies (proficiency level of the students, educational context, etc.), results might then give a hint as to whether students' preconceived beliefs vary much from those held by students with experience with translation.

It is important to start this discussion by pointing out that no statistical difference was found in relation to the questions on the usefulness of translation as a means of learning a foreign language or as a skill in itself (questions 3, 4, 5, and 6), while the means were still fairly positive (see Table 48).

Table 48. Means, Standard Deviation, and p-value for questions 3, 4, 5, and 6 of the pre-experiment and the post-experiment questionnaires

3. "Translation from L1 into English is useful as a means of learning English"			
Questionnaire 1	Mean=3.81	SD=0.92	
Questionnaire 2	Mean=3.67	SD=1.00	p=0.489
4. "Translation from English into L1 is useful as a means of learning English"			
Questionnaire 1	Mean=3.74	SD=0.81	
Questionnaire 2	Mean=3.78	SD=0.85	p=0.856
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"			
Questionnaire 1	Mean=3.74	SD = 0.94	
Questionnaire 2	Mean=3.52	SD = 1.05	p=0.206
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"			
Questionnaire 1	Mean=3.67	SD=0.83	
Questionnaire 2	Mean=3.70	SD=1.07	p=0.823

Since no statistical difference was found for the questions relating to the usefulness of translation, it is perhaps convenient to discuss them in qualitative terms. The means were higher for two of the four questions (3 and 5) in the pre-experiment

questionnaire as compared to the post-experiment questionnaire, and two were higher in the post-experiment questionnaire (Questions 4 and 6).

On the basis of these findings, H_4 has not been confirmed. The students' opinion of translation as a foreign-language-learning tool had not altered significantly, even though in qualitative terms the post-experiment questionnaire means were increasingly favorable and fairly similar to the ones in the pre-experiment questionnaire.

6.2. Supplementary findings

While the experiment aimed at proving or refuting the four hypotheses, it produced many analyzable and extremely interesting data, which further provide insights into the use of translation in an English as a foreign-language class. In the following sections, therefore, I present some of the supplementary findings.

6.2.1. Quantitative findings

The research design aimed at gathering key quantitative data to prove the hypotheses. However, at the same time it gathered side results, which are both enlightening and necessary to this study. In this section, I will set out to discuss the supplementary quantitative findings. In doing so, I will refer to the two key sets of data of this study: codeswitching and pre- and post-experiment questionnaires.

6.2.1.1. Codeswitching

The analysis of codeswitching was never the primary aim of this study. Rather, codeswitching emerged from the data on class interactions. As already mentioned, some amount of codeswitching was nevertheless expected for two reasons: the students' proficiency in English was not as high as to be able to speak exclusively in English; and the fact that translation was used in some of the classes, which might make the students assume that their use of the L1 was welcome and justified.

As shown in the Results chapter, codeswitching was present in both Groups 1 and 2 and it was more frequent in classes with translation. The reason why this

happened might be that the students felt freer to use their L1 in their English classes with translation, probably because they sensed that the use of the L1 was more tolerated. Looking at the numbers of codeswitching in the chapter on results, it can be seen that the experiment started with Group 1 in the translation modality, where there was a total of four turns that included codeswitching. In the same week, Group 2 had a class in English only, and they codeswitched as much as Group 1 (four turns). One might then conclude that in the case of Group 1, having translation could actually have fostered the use of codeswitching. Even though in this study I refer to the students as pertaining either to Group 1 or 2, the fact is that they were still members of the same group of students during the theory sessions. As such, it is probable that they discussed issues related to the experiment, including the fact that translation activities formed part of it. This is evidenced by the fact that on their first day of the experiment (October 9) one of the students in Group 2 asked the teacher whether they had to translate the sentences, while no such instructions were given by the teacher. So, this attitude towards the presence of the students' L1 might have affected the behavior of Group 2 in class in terms of codeswitching.

It is important to mention, though, that codeswitching was by far more frequent in Group 2 than it was in Group 1. This might be due to the fact that in Group 2 there were four students (three of which actively participated in the classes) who were taking a degree in Catalan Studies and their English proficiency was not as high as expected. These students tended to engage both the teacher and their peers in discussions on comparative grammar, much of which took place in Spanish or Catalan. Since the two groups were similar in their proficiency in English overall, it can be concluded that the reason for higher levels of codeswitching in Group 2 was due to this group of three students who also dragged other students into codeswitching (the fourth student stayed mainly silent during the classes). Those students might, for whatever reasons, have had a lower expectation that the English classes should be carried out exclusively in English, but the main and banal reason could be their limited proficiency in English. What is perhaps more interesting is the behavior of the rest of the students in Group 2, who also used more codeswitching, which might be telling us that tolerance of codeswitching brings about even more codeswitching. Here, again, it could be useful to interpret this behavior in terms of the notion of "family relations" (Fallada Pouget et al. 2005), in which students can codeswitch

more out of solidarity with their classmates. This phenomenon was further pointed out by González-Davies and Scott Tennent (González-Davies and Scott-Tennent 2009), where they argue that L1 use can be associated with socioaffective strategies, by citing one of the students in their experiment:

> Sometimes I had to communicate with my classmates and speak in Catalan or Spanish instead of English. Why? Depending on the situation. Sometimes it is to transmit my opinion clearly, sometimes to facilitate communication, and sometime for purely embarrassment... These are the reasons why I said that the use of the L1 is related to the need, the level and personality of the learner. (González-Davies and Scott-Tennent 2009: 9)

6.2.1.2. Pre- and post-experiment questionnaire results

Only four of the 16 questions asked in the pre- and post-experiment questionnaire were targeted at proving Hypothesis 4 that aimed at finding out whether students' positive attitude towards translation would increase after having used this language teaching technique. The rest of the questions were asked to check what beliefs students held about translation in general prior to the experiment, and then after it was over. Since the questionnaire partly replicated Carreres's study (2006), it was also interesting to see whether there were the responses given by the students in the present study were similar to the ones obtained by Carreres.

Data on the presence of translation in the English degree

Question 1 asked students whether they considered that translation should be taught as part of the undergraduate degree in English Studies. This question echoed Carreres's (2006) question, to which all of her respondents answered positively. The difference between Carreres's question and the one asked in this study is that, while Carreres's question gathered binary nominal data (yes/no), the one asked of the students in the present study was a 5-point Likert scale question, which would supposedly give a wider range of possible responses, since limiting the question to a dichotomous yes/no might not have represented the students' true opinions. As shown in the results chapter, the responses to this question were positive both in the pre- and

in the post-experiment questionnaires, with a statistically non-significant slight drop in the means in the second questionnaire accompanied with more consensus (i.e. smaller SD) on the question among the students. It is important to mention that there were no negative responses to this question in the post-experiment questionnaire. The conclusion that follows is that students believe that translation should form part of their degree in English Studies (Mean=3.71, median=4, mode=4), but this opinion does not seem as unanimous as the results obtained by Carreres. Again, the reason for the difference between the post-experiment questionnaire and Carreres's questionnaire might be that Carreres's question was a dichotomous yes/no, which does not permit much variation regarding the responses. Laviosa (2014) reports on a replication of Carreres's study in the 2010-11 academic year with 30 second-year Italian students of a Masters degree in Modern Languages and Literatures at the University of Bari, Italy, who were taking a course of English. Of the 30 students, 27 considered translation useful for learning vocabulary, grammar, writing, register and culture; 26 out 30 mentioned that translation as homework followed by discussion in class was their favorite way of acquiring translation skills; 24 out of 30 considered use of comparable texts a valuable activity and 27 out of 30 stated that they enjoyed translating and thought that they had acquired translator skills (Laviosa 2014b: 35; personal communication, December 2016).

There could be multiple reasons why the students were not entirely convinced, neither at the beginning nor at the end of the experiment, of the necessity of having translation in their degree in English Studies. One reason might be that following the adoption of the Bologna process, the degree in English Studies at the Universitat Rovira i Virgili (as anywhere else in Spain) lost one-fifth of its credits (from 300 to 240 ECTS), which means that the range of subject choices also shrank. In this context of relative scarcity, students might be cautious in choosing what is essential to their instruction, especially when some of them begin their university studies with obvious gaps in their English-language proficiency. In this context, the case might be made that students prefer more classes targeting the actual language and culture (English grammar, phonetics, literature, etc.). Another reason might be that the majority of the students had not had any contact with translation before the experiment, so they might not have been completely convinced about exactly how it would contribute to their professional future. This was indicated by the individual interviews, in which some of

the students mentioned that they had not had any translation at school, and that they still did not have translation at university (courses on professional translation at Universitat Rovira i Virgili start in the third year, whereas the experiment was conducted with second-year students). Whatever the reason, the fact is that, by the end of the experiment, no student thought translation should *not* be taught in their English Studies.

Data on the usefulness of translation in a modern languages degree

As already mentioned in the section on testing Hypothesis 4, in the present study all the responses (both in the pre- and post-experiment questionnaires) to the four questions relative to the usefulness of translation in a Modern Language degree were positive. Since the questionnaire was designed to replicate Carreres's questionnaire (2006), it is convenient to compare the responses in the present study to the ones published in hers (Carreres only conducted one questionnaire with students, i.e. she did not administer it as a pre- and post-experiment questionnaire). Do the beliefs held by the students in this study prior to the experiment converge or diverge from the ones held by the students at Cambridge? Here we should bear in mind two important differences between the sample groups: first, the students at Cambridge had already had exercises with translation in their degree; and second, those students had undergone a highly rigorous selection process, rendering Carreres' remarks unrepresentative of the average student in the United Kingdom (Carreres 2006: 8) and therefore presumably not representative of the type of student at Universitat Rovira i Virgili. Students at Cambridge should be more dexterous academically and could probably see more value in unorthodox teaching techniques. The comparisons of means between the present study and those obtained in Carreres's study are shown in Table 49 (both questionnaires gathered data on a 1-to-5 Likert scale).

Table 49. Means for questions 3, 4, 5, and 6 of the pre-experiment questionnaire in the present study compared to the means obtained by Carreres (2006)

	Means of the pre-experiment questionnaire in the present study	Means from Carreres's study
3. "Translation from L1 into English is useful as a means of learning English"	3.81	4.6
4. "Translation from English into L1 is useful as a means of learning English"	3.74	3.83
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	3.74	3.75
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	3.67	3.86

Looking at the means in the two studies, it is surprising that they are quite similar in three of the four questions (4, 5, and 6). From here it follows that students who have not had any formal instruction in the foreign language including translation activities may hold similar beliefs regarding the usefulness of translation to students who have had that kind of experience. The biggest difference in means between the two studies is for Question 3, "Translation from L1 into English is useful as a means of learning English", while those two means are also similar in that both are the highest as compared to the rest of the questions in the respective studies. This belief was further supported in this study by the post-experiment individual interviews, in which the majority of the students claimed that they preferred to translate *into* English, since translating into their L1 was not as conducive to learning. Translating into their L1 permitted them to dodge hard passages by drawing on a wider range of synonyms when they could not find the right word, while translating into English was conceived of as more challenging as it forced them to bring all their knowledge of English into play.

The means in the *post*-experiment questionnaire in the present study were slightly lower than those in Carreres's study (see Table 50).

Table 50. Means for questions 3, 4, 5, and 6 of the post-experiment questionnaire in the present study compared to the means obtained by Carreres (2006)

	Means of the post-experiment questionnaire in the present study	Means from Carreres's study
3. "Translation from L1 into English is useful as a means of learning English"	3.67	4.6
4. "Translation from English into L1 is useful as a means of learning English"	3.78	3.83
5. "Translating from L1 into English is useful in itself (i.e. not as a method for learning English)"	3.52	3.75
6. "Translating from English into L1 is useful in itself (i.e. not as a method for learning English)"	3.70	3.86

Given that here the students in both studies were giving their *informed* opinion on translation, it is perhaps important to discuss the difference in means. First of all, the students in the present study assessed the four questions positively (with means ranging from 3.52 to 3.78), while in Carreres's study the means were slightly higher for all of the four questions. The means for Question 3 in the post-experiment questionnaire were slightly lower than the means for Question 4, while in the individual interviews the students claimed that they preferred to translate *into* English. Here perhaps the most important thing to mention is that the means in both post-experiment questionnaire and Carreres's questionnaire were positive.

Data on the perceived speed of learning English through various activities

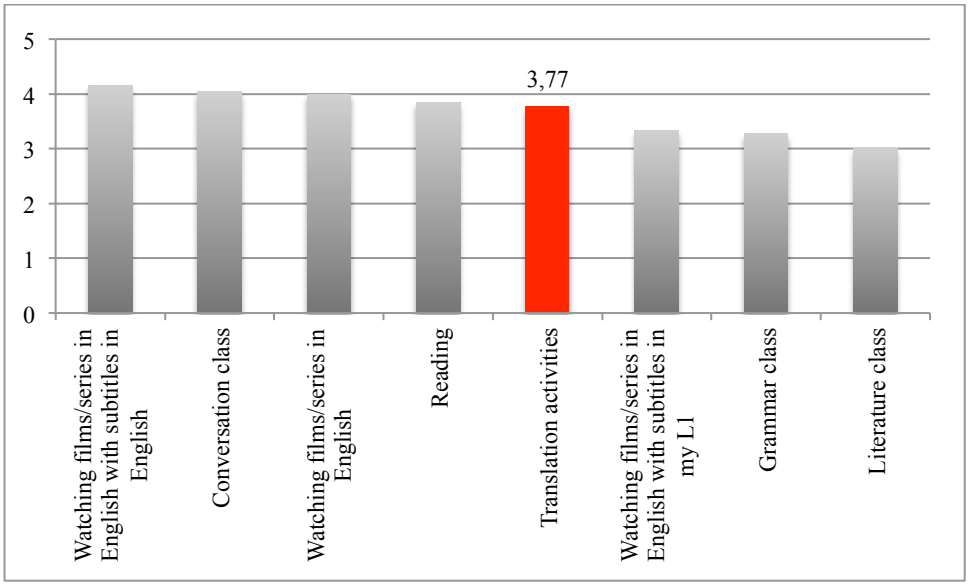
In order to check how the students perceived different language learning activities in relation to each other, Question 7 asked them to rate the speed at which they thought they learned English when doing eight different activities: grammar class; conversation class; literature class; translation activities; reading; watching films/series in English; watching films/series in English with subtitles in my L1; and watching films/series in English with subtitles in English. The option "translation activities" was rated as the sixth option in the pre-experiment questionnaire, but it moved up two positions in the post-experiment questionnaire, occupying the fourth position according to the perceived speed of learning English. The three activities that preceded this option in the post-experiment questionnaire were two monolingual activities (watching films/series in English, watching films/series in English with subtitles in English) and conversation class, which can also be monolingual. It can be

concluded that students might still give preference to monolingual activities as compared to bilingual ones, especially in view of the fact that they placed the option "watching films/series in English with subtitles in my L1" in the second-to-last position in the post-experiment questionnaire. The decrease of the mean in the post-experiment questionnaire was statistically significant (p=0.010). The change perhaps evidences an evolution in the students' perception of what the use of L1 can or cannot do. In this particular case, the students were not completely mistaken: in her doctoral research, Frumuselu (2015: 238) found that watching audiovisual content such as movies in English with intralingual subtitles (English) fosters the acquisition of colloquial lexical items more than interlingual subtitles (Spanish).

How much of this data can be considered representative of the wider population? To answer this question, the data in the post-experiment questionnaire can be compared to the data obtained from the same questionnaire that was administered to students in an international survey [1] from 2014 to 2015. This survey was conducted by Anthony Pym and myself and it gathered more than 800 responses that may serve as a comparison for the post-experiment questionnaire. The responses gathered from Spain (Universidad Complutense de Madrid, Universitat de Barcelona, and Universitat Rovira i Virgili) were excluded from the analysis in order to rule out any possible contamination of the results (see Figure 11).

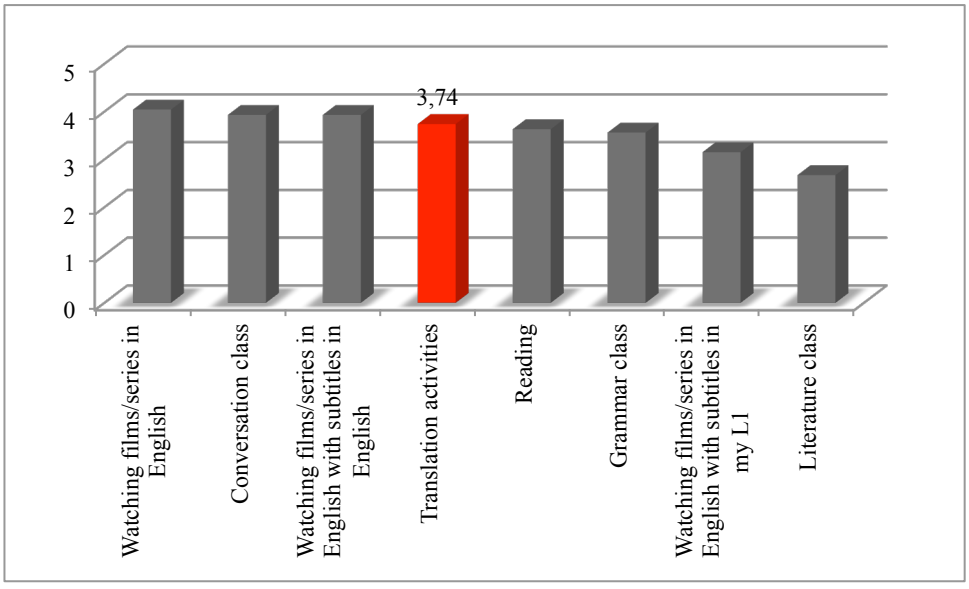
[1] The universities in which this survey was administered were the following, ordered alphabetically: Aarhus University, Denmark; Adam Mickiewicz University, Poland; Anadolu University, Turkey; Aristotle University of Thessaloniki, Greece; Bar Ilan University, Israel; Univeristà degli Studi di Brescia, Italy; Canakkale Onsekiz Mart University, Turkey; Universidad Complutense de Madrid, Spain; Faculdade Anhanguera Educacional, Brazil; Faculdades Metropolitanas Unidas, Brazil; Karl-Franzens-Universität Graz, Austria; University of Helsinki, Finland; İzmir University, Turkey; University of Latvia; Linköping University, Sweden; Johannes-Gutenberg-Universität Mainz, Germany; Middlesex University, UK; Moldova State University; Norwegian School of Economics; Okan Üniversitesi, Turkey; Università di Padova, Italy; Palacky University Olomouc, Czech Republic; Pontifícia Universidade Católica de São Paulo, Brazil; University of Presov, Slovakia; University of Prishtina, Kosovo; San Pellegrino University Foundation, Italy; Sapienza Roma, Italy; Universidade de Lisboa, Portugal; Universidade Nove de Julho, Brazil; Università degli Studi di Trieste, Italy; Università Suor Orsola Benincasa, Italia; Universitat de Barcelona, Spain; Universitat Rovira i Virgili, Spain; University of Silesia, Poland; Uppsala University, Sweden; Zaytoonah Private University, Jordan.

Figure 11. Means for Question 7: "Please rate the speed at which you think you learn English when doing the following activities", ordered from high to low, in the international survey (444 subjects)



These responses were then compared to the post-experiment questionnaire. As a result, translation in the international survey was placed in the fifth position, while in the post-experiment questionnaire it occupied the fourth position. The converging detail is that in both surveys translation obtained a roughly similar mean (international survey Mean=3.77; post-experiment Mean=3.74) (see Figure 12 for the post-experiment means).

Figure 12. Means for Question 7: "Please rate the speed at which you think you learn English when doing the following activities", ordered from high to low, in the post-experiment questionnaire of the present study



The way in which the students rated translation in relation to other language-learning activities could be interpreted at least as quite surprising. Firstly, it is perhaps important to mention that "Grammar class" was placed in the seventh position in the international survey, and in the sixth position in the post-experiment questionnaire, "Translation activities" outscoring it by two ranks. The case might be that grammar classes in general are not particularly enjoyed, and since translation can be made use of to teach essentially form-focused contents.

Data on mental translation

The pre- and post-experiment questionnaires administered to the students also contained a section that consisted of four questions asking the participants whether they translate mentally while performing the four skills in English: reading, writing, speaking, and listening. The means were low for the pre-experiment questionnaire, which indicated that the students did not think (or were reluctant to admit) that they translated mentally. The remarkable outcome of the post-experiment questionnaire was that the means were even lower as compared with the pre-experiment questionnaire. The reason why this is remarkable is that the inevitability of mental translation has long been confirmed (Titford 1985, Kern 1994), however, students are often warned against using any other language to process the language under study (Cohen and Allison 2001). Students themselves might be aware of this and chances are that in order to save face the students in the present study were not completely sincere when answering the questions on mental translation. This conclusion has been reached for three reasons. Firstly, the students were not highly proficient in English, as can be deduced from the transcriptions of the class recordings, and this would make mental translation more plausible at their level of proficiency (which was supposed to be B2, while some of the students manifested a level somewhere between B1 and B2). Secondly, there were instances were mental translation manifested itself in the students' utterances both in classes and in the interviews. Thirdly, there were open discussions about the presence of mental translation, as evidenced by the following exchange of opinions between the students and the teacher:

Student 8: Maybe we sometimes translate to Catalan to understand, and then, that's not the same.

Teacher: And why do you translate? Do you do it on purpose or does it happen naturally?

Student 8: Ah, no, no, I think we don't translate, but we have…. In Catalan we have structure, and we have it in our brain, so, we cannot separate it. I don't think I translate, but…

Teacher: Who else thinks they're affected by your L1?

Student 4: Yes.

Student 3: I just do it with the sentence I don't understand.

Teacher: So, you try to translate it into Catalan.

It is remarkable that Student 8 first affirms that she translates mentally into Catalan and then corrects herself, saying she has a fixed structure in her brain that affects her English. What this student is in fact saying is that her L1 is involuntarily affecting her English, which in turn results in wrong English expressions. It is noteworthy, however, that this same student responded negatively to all the questions about mental translation (questions 8 through to 11). Although this could be an isolated case, it still indicates that the questionnaire responses might not be totally trustworthy.

With regard to translation in relation to Krashen's input hypothesis, it would make sense to argue that learners' *i,* that is, linguistic competence in a particular language, is inevitably aided by linguistic competence in their mother tongue. Since *1* is the portion of the foreign language under study, it would be unrealistic to ask students to proceed from anywhere but their current knowledge in *both* their mother tongue and the language under study in order to interpret new content. Moreover, Krashen states that

> We acquire […] only when we understand language that contains structure that is "a little beyond" where we are now. […] [W]e use more than our linguistic competence to help us understand. We also use context, our knowledge of the world, our extra-linguistic information to help us understand language directed at us. (Krashen 1982: 21)

It is precisely the extent of all this knowledge other than linguistic competence that makes translation a unique activity in the foreign-language class.

There were two questions in the section on mental translation that decreased significantly in the post-experiment questionnaire: Question 10. When I speak in English, I find that I am mentally translating the text from my L1 (p=0.0097); and 11. When I listen to texts in English, I find that I am mentally translating the text into my L1 (p=0.0005). It is difficult to explain why exactly these two questions were statistically significant, but both of them dealt with the production and reception of speech. It might be that the students felt they relied less on their L1 when the spoke and listened to English by the end of the experiment, which would be in line with Kern's (1994) findings which evidenced a clear decrease in the use of mental translation in reading comprehension in the post-test, especially in the low-ability group. Kern argues that students rely on their L1 progressively less, but the question is whether this difference would be visible in just one semester.

6.2.2. Qualitative findings

The analysis of the data gathered in the experiment rendered quantitative as well as qualitative results. These qualitative results add a complementary dimension to the initial hypotheses by revealing essential information about the nature of interaction such as the content and form of the students' utterances (here referred to as "turns"). Also, the interview data can help explain the quantitative results, particularly the ones rendered by the pre- and post-experiment questionnaires. This extra information can help us understand the role of translation in the foreign-language classroom.

The following sections will deal with qualitative results obtained in the experiment.

6.2.2.1. Codeswitching

The data from the experiment revealed that codeswitching can happen in both English-only classes and in classes where translation activities are used. Linking this to the quantitative results, it becomes clear that in this experiment codeswitching was more frequent in classes *with translation* in both groups. Analysis of the motivations

behind the codeswitching (described in the section on codeswitching in the chapter on results), especially in the classes with translation, shows that students very often tend to discuss metalinguistic matters in their L1. This tendency might be explained by the proficiency level of the students (here a declared B1-B2 level), or more exactly by metalinguistic deficiency in English. These findings are in line with Eldridge (1996), who conducted his study with elementary and lower-intermediate level English students aged between 11-13 at Deniz High School in Turkey. Eldridge found that "there appeared to be no code-switching relationship between level of achievement in the target language and use of code-switching strategies: high achieving students code-switched just as regularly as other students." (Eldridge 1996: 304). Eldridge assumes that there might exist a so-called "code-switching curve" (ibid.), which means that as the proficiency in the foreign language increases, codeswitching will decrease in frequency. Further, the findings in the present study are in line with Centeno-Cortés and Jiménez Jiménez (2004), who found that both advanced and intermediate speakers of Spanish relied on their L1 (English) during their reasoning process when performing a linguistic task, but to varying degrees: intermediate speakers of Spanish used 48% of English during their reasoning while advanced speakers of Spanish resorted to English much lesser (28.8%). The results, the authors maintain, show that "a higher language proficiency level provides the speaker with an extra set of cognitive strategies in the second language that can be employed in order to solve a challenging problem in the L2." (Centeno-Cortés and Jiménez Jiménez 2004: 31). In practical terms, and applied to this study, this might mean that strict directives to elude L1 use during problem-solving activities in a foreign-language classroom might be unnatural and counterproductive. In sum, it seems that codeswitching in foreign-language classes is more frequent at lower levels of proficiency, but that both high and low achievers rely on their L1 to learn the foreign language.

Since translation classes naturally involved discussing the grammar of the three majority languages in the classroom (Spanish, Catalan, and English) metalinguistic discussion was often carried out in Spanish or Catalan, which at the same time boosted codeswitching due to language proximity. For example, the students tended to switch to their L1 when there was an English phrase enclosed between two L1 phrases:

> I think that it means "Hauria d'anar", o sigui, "hauria de tornar a aquest matí, quan teníem dònuts".

Here, the student instead of saying "that is", says "o sigui", which could indicate that it could be at times cognitively challenging to jump from one language to another, hence students might be opting for continuing speech in the language in which they have initiated it. This type of codeswitching emerged from the data and was interesting in that it shows that codeswitching is not always an informed choice but can present itself as an involuntary cognitive impulse to continue the speech due language proximity.

Motivations behind codeswitching can be just as varied in an English-only class as it is in a class with translation. Here, perhaps, what is worthy of attention is that codeswitching can be a "communicative resource which enables teachers and students to accomplish a considerable range of social and educational objectives" (Addendorff 1996: 389). Codeswitching might be of great help when tackling aspects of language learning which students are not yet able to express in the foreign language due to their low proficiency. On the other hand, codeswitching can help to create a friendly atmosphere in the classroom as it signals that students pertain to the same group (Eldridge 1996). However, my results here suggest that classes carried out exclusively in English can reduce the amount of codeswitching, and that students might thus suppress the tendency to codeswitch. Suppressing the natural need to rely on one's resources to successfully complete an educational task is unreasonable and counterproductive, especially when it is done on the basis of sheer prejudice.

6.2.2.2. Student-initiated interaction

For many years translation was branded, among other things, as uncommunicative and text-bound (Maley in Duff 1989; Zabalbeascoa Terran 1990). Recently, however, this view has changed and more and more academics in both Translation Studies and Applied Linguistics accept the inherent value of translation as a communicative activity (Tudor 1987b; Duff 1989; Stern 1993; Al-Kufaishi 2004; Cook 2010; Calis and Dikilitas 2012; Zhang and Pang 2014). Translation can be used as a communicative activity in the strict sense (using role-play activities, giving instructions, problem-solving) or more general debate-generating activity, where

students language (here understood as metalinguistic talk) on a specific topic. Languaging about language, in its turn, can help to learn a language since it shapes students' knowledge and experience (Swain 2006: 98). This view has been complemented by recent empirical studies (Watanabe and Swain 2007; Knouzi et al. 2010) that show that languaging supports L2 learning. In this context, student-initiated interaction presents itself as a cornerstone of languaging, especially in the form of "self-scaffolding" which helps to reach higher levels of understanding (Knouzi et al. 2010). Further, it is advisable for teachers to reduce teacher talk to allow for more student languaging to interpret teaching contents (Knouzi et al. 2010: 46).

In the experiment, most of the instances of student-initiated turns were expected to be triggered by the task of relating English phrases to the students' L1. However, as shown by qualitative analysis of the class interactions, the students engaged in lengthy discussions on crosslingual equivalence between English and their L1s both when this was overtly expected (translation classes) *and* when it was not (English-only). This phenomenon can be interpreted as being natural, since students do not set out to learn the new language from scratch but rather proceed from their native language, especially when their proficiency in the new language is low. Thus, it is only natural to expect students to contrast the new language with their L1 (House 1977: 235). Although much lesser in quantity, lengthy student-initiated interactions in English-only classes included some kind of reference to the students' L1. Alternatively, when the students did not make crosslingual comparisons between English and their L1s, student-initiated turns mainly presented themselves as isolated manifestations of personal curiosity and did not develop into dialectic debates. Having a debate necessarily means that more students will engage in the conversation without the teachers' prompt to participate. High levels of participation, as Källkvist (Källkvist 2013a: 220) points out, are proof of student engagement and attention to the task, and attention is a prerequisite for language learning.

The conclusion is that there might be a relationship between the length of the discussion started as student-initiated turn and the presence of L1 at certain stages of proficiency (here, lower-intermediate or B1-B2) in translation classes.

6.2.2.3. Interviews

The primary objective of the interviews was to triangulate previous data rather than to elicit new information. However, as these were semi-structured interviews, they also provided additional information on translation in foreign-language teaching and learning. Although it is quite hard to unify the results, I will try to present the most frequent opinions that the students held on translation.

The first question in the interview asked whether the students had had any teachers that would ban the use of their mother tongue from their foreign-language class at any level of instruction (primary through to tertiary). The majority of the respondents stated that the use of their mother tongue was, in effect, explicitly banned. One respondent even reported having received physical punishment as a consequence of having used her L1 in class in her secondary school. Three of the students reported that while use of their L1 was explicitly prohibited in class, they did use Spanish or Catalan because their overall proficiency in English was so low that they were forced to resort to their mother tongue while the teacher in this case continued speaking in English. The fact that the level of English is indeed low at secondary and high school in Spain is supported by the data provided by the *First European Survey on Language Competences* (European Commission 2012), which investigated language proficiency of students in Europe in the last year of lower secondary education or the second year of upper secondary education. The results showed that 74% of the students in Spain were below the B1 level in English, situating Spain in the third lowest position by number of students achieving B1 and B2 levels on the CEFR scale.

Due to the small sample size of the interviewees, it is impossible to generalize that in Spain all English classes are conducted L1- or translation-free, although linguistic immersion is currently one of the preferred language-teaching methods, at least in Catalonia (Pym, Malmkjær, and Gutiérrez-Colon Plana 2013). This should not be a surprise, since immersion programs were implemented in primary and secondary schools after the Spanish Constitution (1978) and the Catalan Statute of Autonomy (1979) recognized Catalan as co-official with Spanish. Later, the Catalan Linguistic Normalization Act of 1983 stated that the Catalan Government would take all the necessary measures to ensure that both Spanish and Catalan were taught at primary and secondary education in Catalonia, a goal not fulfilled until the late 1980s (Webber

and Strubell i Trueta 1991: 35). Since then, the number of Catalan speakers has increased (thus doing justice to immersion as a teaching method), but it has never outnumbered the speakers of Spanish. The process of linguistic normalization in Catalonia is still under way, and immersion is the tool being used to build literacy in Catalan. Given the prominence of this method in the teaching of Catalan, it could be that teachers often apply it to the teaching of foreign languages. In a questionnaire distributed to teachers in Spain by myself, the 43 respondents from Catalonia graded immersion as the second most positively viewed language-teaching technique at the institution at which they taught (M=4.4 on a 5-point Likert scale), the first being communicative language teaching (M=4.5). These results can be compared to the large-scale study (Pym, Malmkjær, and Gutiérrez-Colon Plana 2013) conducted for the Directorate-General for Translation of the European Commission. One of the questions sought to ascertain how teachers from ten countries responded on a 1 to 5 Likert scale to the question "'How are these language-teaching methods viewed in your institution at the level at which you teach?". The results showed that the mean for immersion was higher in Catalonia than anywhere else (M=4.7, sample of 70 teachers). Also, in Spain immersion was the most positively viewed language teaching method. It can be concluded on the basis of these findings that it is highly probable that English in Catalonia is very often taught precisely through immersion. Immersion and translation can be viewed as two extremes of a continuum, since application of the purest form of immersion would necessarily exclude any type of translation activities. The issue is that certain beliefs held by educators could block translation from entering the classrooms before any empirical comparison is carried out.

Almost all the interviewees declared that translation was not used in their foreign-language learning at lower levels of instruction (secondary and high school). This concords with the students' responses to question 2 in the pre-experiment questionnaire, "Translation activities are part of the activities I have done in university courses designed to improve my English grammar and use", where a total of 86% responded "Never" or "Almost never". It seems that the majority of the students in this study have been exposed to a negative image of both L1 use and translation in foreign-language teaching and learning, or more simply a complete dismissal of their value as pedagogical tools.

One of the questions in the interview asked what opinion the interviewees had had of translation in foreign-language teaching prior to the experiment. Some of the responses were genuinely revealing: some said they did not have any opinion in particular but that they were excited to find out how it worked. Other interviewees highlighted the value of translation as cross-cultural communication and as a professional tool.

Two of the nine interviewees said quite straightforwardly that they did not like translation and did not find it particularly useful as a tool for learning English. One of these was Interviewee 9, the one who also reported receiving physical punishment for having used her mother tongue in class. It is not quite obvious in this case to what degree her opinion of translation could have been affected by her teacher's reportedly aggressive attitude towards the students' L1. The second student with a negative view argued that translation was more useful at secondary level but not at university, where the students supposedly had greater proficiency in English:

> I think in high school it would be more useful than now, there you… they learn how to… the base of English, but now that we have more, supposed to have more level, we supposed we know all this and it would be more to perfectionate English. (Interviewee 8)

In this short excerpt there are at least two mistakes due to language transfer: "base" and "perfectionate", from the Spanish "base" and "perfeccionar". It is hard and indeed counter-productive to ignore the source of these mistakes, since overt discussion of such interferences can point to what aspects of their language learning students have to focus on if they want to attain full proficiency in English.

Nevertheless, it was encouraging to find that the students held a predominantly positive opinion of translation in foreign-language teaching. This suggests that there is a mismatch between how students are taught and how they *would like* to be taught. This also indicates that students might not necessarily mirror their teachers' views on language learning; they are able to develop personal opinions (Kern 1995), although this process is not well understood at the moment.

Another set of questions asked what the preferred directionality of translation was: into or out of the L1. In the pre- and post-experiment questionnaires, the students rated L1-L2 and L2-L1 translation as being equally useful. In the interviews,

qualitative data could help to understand what aspects students find particularly useful. Five of the nine respondents stated that they preferred to translate into English ("L2 translation"), contending that translation into their L1 is easier since in that case they do not "translate" strictly speaking: they usually paraphrase due to their extensive vocabulary. In short, they will always find a detour to express the English sentence in their L1. For these students, the process does not work in the same way when they translate into English. They assessed L2 translation as being more challenging and thus more useful than L1 translation, because it brings out all their mistakes due to language transfer. This suggests that the students were aware of translating literally and not being able to control it, a concern that they brought into the spotlight more than once during the interviews. For example, one of the students discussed interference from L1:

> Personally I don't like English and Spanish when I'm learning English, because I've realized that some structures are different in English and Spanish, and if I translate the grammar examples from English to Spanish I will make lots of errors because it's not the same structure. And it can make for me some kind of confusion, because it's not the way I speak in my native language. (Interviewee 2)

It is hard to imagine how English would change the way she speaks Spanish, which she declares to be her "native language". Even if that were the case, more worrying is the fact that some of the interviewees saw translation not as an occasion to correct interference, but rather as a hindrance to correct learning:

> I don't really like translating because I think that the new… languages mix up and it's important if you're learning English to focus in English and if you're learning Spanish you focus in Spanish. I can't say that for some people it's better to translate it because they learn more, so that they can relate what it means in their language to what it means in English and then remember better the… not the meaning of words but also the structure like grammar. (Interviewee 9)

Others did appreciate the potential of translation as a tool for comparing the two languages in order to avoid interference:

> Well, in one language they have a way to say something that is totally different from another language. There are different ways to say something and I try to learn how it is in one language and another language. (Interviewee 7)
>
> You learn not to translate everything literal and how English for example works different from the Spanish or Catalan structure. (Interviewee 8)

After the experiment, all the students but two thought that translation was a useful tool for foreign-language learning. I checked whether their responses to the post-experiment questionnaire and the interview matched. It turned out that one did not. This turned out to be the student who was extremely neutral in her responses to the questionnaires. This leads me to think that Interviewee 8 was not completely sincere in her responses to the questionnaire.

The most important aspect of translation that the students mentioned was its potential to show crosslingual differences between Spanish and English, something that they viewed as positive. This is, again, in line with Prieto Arranz (2002), who found that 8 out of the total of 11 students in his study recognized the potential of liaison interpreting as a tool for reflecting on similarities and differences between languages and cultures, while all of the 11 students found it useful in itself as a communicative activity. Again, the student who was not quite convinced abut the role of translation in foreign-language learning reported that she had tried to translate phrasal verbs, which, of course, had not worked. She reported that she felt "frustrated" when she found out that the translation was wrong. The mere fact that the student tried to translate phrasal verbs indicates that students need an instructor to help them in their use of translation. Explicit instruction in translation would have probably prevented this student from translating essentially untranslatable elements such as phrasal verbs. This would avoid creating false expectations by showing what translation *cannot* do, and it could give a correct image of how translation *can* actually contribute to students' learning.

When asked about what opinion they had of translation in relation to other language-learning tools, most of the interviewees mentioned that "conversation" or "speaking" was of primary importance in language learning. This might indicate that translation could still be conceptualized as a solitary, text-bound activity, which is surprising in the case of this study, where translation was carried out

communicatively. Particularly interesting was the comment by Interviewee 9, who pointed out that collective learning was of great importance:

> I think you learn more in the active activities so not doing it by yourself, like reading out loud in the class and everybody participates or watching a movie […], an activity that you don't do by yourself, so you communicate with somebody else. (Interviewee 9)

These opinions might indicate that if translation is used communicatively it might in fact gain more recognition from students. Here is a comment by one of the students regarding the role-play activities done in class:

> I think it's ok, it is a good manner to do it, because is not only of writing, you interact with other people, with this way you lose your shyness a little bit and… you don't have to study how to do, it's more improvisation. (Interviewee 4)

It can be concluded that students value communicative learning, and if translation can be used as a communicative tool then it can find its place in this foreign-language teaching context.

When students were asked about what academic level translation was appropriate for, there was a division of opinions: some thought that it was an easy activity so it should be used at secondary school, while others thought of translation in terms of a challenging activity that is only useful at higher levels of education. It could be said that both parties are right, but while the former probably thought of translation in terms of scaffolding, the latter thought of it in terms of a communicative activity in its own right. It seems logical that the higher the proficiency in the foreign language, the less translation will be useful as scaffolding or as a tool for highlighting crosslingual and cross-cultural differences.

Some of the students pointed out that having the camera in front of them during the experiment was intimidating, but the rest were quite pleased with their translation classes, and that they would like to continue having translation both in foreign-language teaching and as a course in its own right:

> Well, for example when in your classes it's kind of intimidating when the camera is watching... I don't know, I think it's a good way to do it, we went, changed the group, the translator is from another… I don't know it's good… But, that's it, that we probably should do it in other subjects. (Interviewee 5)

> Well, I think that in schools and high schools there should be more translation because I like translating and at school and in high school I didn't have this opportunity, for example I would like to have a sheet with sentences in English and translate them or vice versa. Or, too, this kind of exercises that we've made in class, and, well, is that I think that at schools and high schools there should be translation and there is no translation, from my experience. (Interviewee 9)

Many of the opinions expressed by the interviewees were based on speculation, and just some of them on the translation classes of the experiment. As a conclusion, while the students said that they did like translation, there was an overall sense that they had been raised in the immersion tradition. Naturally, the students seemed to be lacking awareness about what translation is and what it can and cannot do for them as foreign-language learners. The positive side of this is that they seemed quite open to exploring translation, especially in view of the fact that these students are potential teachers of English.

7. Conclusions

This study has looked into the interaction patterns in an English as a foreign-language class and how it varies according to the type of the activity employed, namely through Communicative Translation activities as compared to a class carried out in English only. Simultaneously, the study has tried to probe whether students' opinions of translation had improved by the end of the experiment. These matters were addressed through the following research questions:

- Do students participate more when they have Communicative Translation activities as compared to English-only activities?
- What do students think of translation and the use of L1 in a class for teaching English as a foreign language?
- Does their opinion change after having classes with Communicative Translation?

In order to answer the research questions, the following four hypotheses were formulated:

- H_1: In an English as a foreign-language classroom, Communicative Translation activities engender more interaction than do English-only activities.
    - $H_{1.1.:}$ In an English as a foreign-language classroom, Communicative Translation activities correlate with *more* turns than do English-only activities.
    - $H_{1.2.:}$ In an English as a foreign-language classroom, Communicative Translation activities correlate with *longer* turns than do English-only activities.
- H_2: In an English as a foreign-language classroom, Communicative Translation activities engender more student-initiated interaction than do English-only activities.

- H_3: In an English as a foreign-language classroom, student-initiated interaction is greater in comprehension-based activities (into the L1) as opposed to production-based activities (into the L2).
- H_4: In an English as a foreign-language classroom, students' positive attitudes to translation increase after direct experience of classes in which Communicative Translation is used.

In broad strokes, the results of the study suggest that the use of Communicative Translation activities in an English as a foreign-language class does indeed augment student interaction in terms of student-initiated turns. A detailed summary of the research findings should now show how Communicative Translation can help boost class participation in an English as a foreign-language class.

7.1. Research findings

Two of the four hypotheses (H_2 and H_3) were confirmed, while the other two (H_1 and H_4) were not. Table 51 shows the four main hypotheses and their status with regard to confirmation.

Table 51. Confirmation of the four main hypotheses

Hypothesis	Confirmation
H_1: In an English as a foreign-language classroom, Communicative Translation activities engender more interaction than do English-only activities.	☒
H_2: In an English as a foreign-language classroom, Communicative Translation activities engender more student-initiated interaction than do English-only activities.	☑
H_3: In an English as a foreign-language classroom, student-initiated interaction is greater in comprehension-based activities (into the L1) as opposed to production-based activities (into the L2).	☑
H_4: In an English as a foreign-language classroom, students' positive attitudes to translation increase after direct experience of classes in which Communicative Translation is used.	☒

As a whole, the four hypotheses investigate the role of Communicative Translation in an English as a foreign-language class from different angles, namely how it affects class participation (H_1 and H_2), whether it works best as a comprehension-based or as a production-based activity with certain types of activities (H_3), and whether students' opinions of translation change as a consequence of using Communicative Translation activities as foreign language learning tool (H_4). I will now answer the research questions.

1. Do students participate more when they have Communicative Translation activities as compared to English-only activities?

As evidenced by my testing of H_1 and H_2, Communicative Translation does indeed boost participation as compared to English-only activities, but only in the form of student-initiated participation. While H_1 was not proven *statistically*, in practical terms the difference between the classes carried out with translation activities and in English-only was quite noticeable. In this respect, it can be argued that while the differences are not reflected in p-values, they can be important in practical terms. It is important to mention though, that this was the case in this particular study and that the result might be different in case the study was replicated. As a teacher, I did feel that the classes with translation were much more dynamic and lively, but above all the students showed their interest by asking questions and commenting on linguistic differences between English and their L1.

As put forward in the Results chapter, in classes where Communicative Translation activities were used the participation of students was greater in terms of student-initiated participation as compared to English-only classes. In practical terms, this can be explained by the fact that translation not only doubles verbal output by means of reproducing the same content in another language, but it can also trigger students' interest in linguistic differences between two languages, and this interest may be manifested through metalinguistic discussion or languaging. Languaging, in its turn, may accelerate learning of L2 grammar, especially through teacher-led interaction (Källkvist 2013a: 218). It should nevertheless be kept in mind that this study was never designed to test whether Communicative Translation aids learning better than classes carried out in English only, particularly in consideration of the fact that there are different types of learners, for example, silent learners, whose motivation and success in learning cannot be measured by such indicators like participation. It might therefore be hoped that higher levels of interaction, particularly in grammar classes, are conductive to more successful learning of the foreign language, but this is not something that I have set out to prove here.

2. What do students think of translation and the use of L1 in a class for teaching English as a foreign language?

During the design stage of the experiment, I asked myself what my point of departure was. Are students open to experimenting with translation activities in their English classes? Will they feel forced to participate in the experiment? As I saw it, these were key questions, since the students' beliefs about the use of their L1 and of translation in their English classes would largely shape their attitudes towards the whole experiment. Basically, knowing their beliefs could potentially reveal how much participation I could anticipate in translation classes: positive beliefs could mean greater motivation, and therefore more participation; negative beliefs, accordingly, could mean less participation (all of this assuming that the students would be honest in their responses to the questions in the questionnaire).

As revealed by the students' responses to the first questionnaire, their overall beliefs about translation and the use of L1 in a class for teaching English as a foreign language were positive. Firstly, in the pre-experiment questionnaire students considered that translation should be part of an English degree program (M=3.89 on a 1 to 5 Likert scale). Subsequently, all the questions (3 through to 6) on the usefulness of translation and L1 in an English as a foreign language class obtained quite high means (Means between 3.67 and 3.8). In practical terms, this meant that from the outset the students seemed to be open to using translation and L1 in their English classes. These results were comparable to those obtained by Carreres (2006) in her questionnaire, which served as a template to develop my own questionnaire. Carreres's students were unanimously in favor of translation in their classes in Spanish as a foreign language (100% answered "yes" to the question "Should translation be taught as part of a modern languages undergraduate degree?"), but this unanimity might have been due to the fact that the respondents had to choose between "yes" or "no", instead of on a Likert scale, which should presumably gather a greater variety of opinions. The rest of the results obtained from the questions on the usefulness of translation and L1 in a class for teaching English as a foreign language (3 through to 6) in the pre-experiment questionnaire were again similar to the results obtained by Carreres (between M=3.75 and M=4.6). The assumption is, therefore, that while translation and the use of L1 might not be the most preferred foreign-language teaching techniques (as evidenced by the questionnaires in this study and the same

questionnaire administered internationally), students do find translation useful in their modern-language degrees.

The usefulness of translation and of L1 is better understood in relation to other language learning techniques, which was measured by Question 7 in the pre-experiment questionnaire. Translation was ranked sixth out of eight activities (in descending order of means): Watching films/series in English with subtitles in English, Watching films/series in English, Conversation class, Reading, Watching films/series in English with subtitles in L1, Translation activities, Grammar class, and Literature class. Due to the relatively small sample size, and in order to contrast this finding with data obtained from a wider sample, I administered the same questionnaire to students in the international survey. The findings show that the students in the international survey rank the option "translation" in fifth position, after Watching films/series in English with subtitles in English, Conversation class, Watching films/series in English, and Reading. It may be concluded, therefore, that translation indeed may *not* be the most preferred foreign-language learning technique, but it certainly has a place alongside other techniques.

3. Do students' opinions change after having classes with Communicative Translation?

While the pre-experiment questionnaire was designed to gather basic demographic data and initial beliefs about translation and L1 in an English as a foreign-language class, the same questionnaire was administered at the end of the experiment to provide a longitudinal perspective on whether the students' initial beliefs had been maintained or whether they had altered in any way, especially in view of the fact that the majority of students (85%) reportedly had had no previous experience whatsoever using translation activities in an English as a foreign-language class. The assumption was that the students' opinions of translation would improve in cases where they perceived that communicative translation activities had helped them participate more, as formulated in H_4 ("Students' positive attitudes to translation increase after direct experience of classes in which Communicative Translation is used"). As evidenced by the data gathered from the post-experiment questionnaire, there was no statistically significant shift in the students' beliefs about the use of translation and L1 in their English classes. One possible reading of the data is that the students' generally

positive expectations about the use of translation were fulfilled and therefore their opinions did not vary in the course of the experiment. The main finding is, therefore, that the students' opinions were and remained fairly positive about translation.

7.2. Supplementary findings

The data-gathering process rendered many by-products in the form of supplementary findings that further broadened my understanding of the role of translation and L1 in teaching English as a foreign-language. While I was primarily focused on interaction patterns in class, phenomena such as codeswitching emerged from the data. Codeswitching, as already mentioned, was logically expected due to the presence of translation exercises in class. Some of the students, being multilingual, juggled up to three languages at a time, for various motives and in varying proportions, but the underlying finding would be that codeswitching is more frequent in classes where translation is used, presumably because students find that the use of L1 is more tolerated. In this experiment, codeswitching was more frequent with low-achievers, but that does not mean that high-achievers refrained from codeswitching: their motivations were simply not the same as those of the low-achievers. While low-achievers presumably codeswitched because their proficiency level was not high enough to discuss metalinguistic matters in English, high-achievers used codeswitching out of solidarity with their weaker peers, in keeping with what has been described as "family relations" among learners in the classroom (Fallada Pouget et al. 2005). This also implies that codeswitching due to low proficiency in the foreign language might be just a transitory tool on which to rely in order not to hamper progress in the foreign language that is being learned. If that is the case, then the presence of codeswitching should be supported rather than banned.

Another set of supplementary findings was derived from the pre- and post-experiment questionnaires. Mental translation and its influence on foreign-language learning is one of the key concerns in research (Kern 1994; Yau 2010). The reason why it is pivotal is because it signals what students lack most with regard to foreign-language learning, especially as manifested through spoken language. For example, a student might say "I'm agree" due to transfer from their mother tongue (in Spanish, "estoy de acuerdo"). While it is obvious that this error has to be corrected, it might be

useful also to point out exactly where it comes from. Four of the total of 16 questions in the pre- and post-experiment questionnaires addressed this issue, essentially to find out whether the students believed they translated mentally when trying to speak in English. The questionnaires showed that the students did not believe they translated mentally (highest M=2.56), while paradoxically some of the same students who denied translating mentally recognized, both in interviews and during class time, that mental translation was inherent to their language learning. In their pronouncements on mental translation, the students seemed to be worried about it hindering their language learning; they did not regard it as an indicator of which aspects of language use they have to pay more attention to. Quite rightfully, some of the students noted that if they are permitted to translate, then they will probably try to translate absolutely everything, including elements such as prepositional phrases that cannot be translated literally. On the basis of this mismatch between what they reported in their questionnaires, on the one hand and in spontaneous expressions during class and in interviews, on the other, it may be concluded that students might be unwilling to recognize that they do translate mentally, hiding it as if it were something unprofessional. Further, if mental translation and general transfer from the L1 are inevitable, then it perhaps makes sense to tackle the issue through overt discussion and treatment rather than covering it and pretending it never happens. This issue has also been addressed, for example, by González-Davies (2004: 134), who proposes activities such as "Collocations: Tackling negative transfer" and "False friends: Noughts and Crosses", where interference between languages is dealt with through overt discussion.

Here it is important to highlight that two (Questions 10 and 11) of the four questions on mental translation decreased significantly in the post-experiment questionnaire. Another statistically significant decrease was observed in one of the items of Question 7, regarding the usefulness of watching films or series with subtitles in L1. Since all of these questions addressed the role of L1 in some activity connected to English learning, it can be concluded that by the end of the experiment the students probably thought they relied less on their L1 in their English-language learning.

7.3. Limitations of the study

Carrying out this study has taught me that all the decisions a researcher takes along the way shape the research outcome, particularly with regard to constraints on generalizability. As a consequence of the decisions taken, this study has its own limitations that have to be duly acknowledged.

First and foremost, the present study has investigated the amount of interaction in the translation and English-only classes, in that all the subjects in the two practice groups undertook the same activities (both classes with translation activities and in English-only). In contrast, an experimental research design, such as employed by Källkvist (2013a), where there was a translation group, a no-translation group and a control group isolates the translation variable. The reason why I opted for not isolating the translation variable was that I was more interested in investigating co-occurrence rather than causation. In the present study, although in terms of academic achievement the two groups were similar (the means of the grades obtained from the subject preceding the one in which the experiment took place were similar), the English proficiency of the four students enrolled in the degree of Catalan were notably lower compared to the rest of their peers, so the assumption that the groups were absolutely equal would have been erroneous. The non-isolation of translation can be considered a limitation in some respects, but since I could not assume that the groups were absolutely identical (and few groups, indeed, are), this could have led to erroneous results.

Another limitation of the study is that it has only focused on the frequency and amount of interactional turns in classes with translation activities as compared to classes in English only, without measuring actual learning outcomes. In order to check whether more learning takes place when using Communicative Translation activities as compared to classes in English only, it would have been necessary to isolate translation activities from activities in English only, which would have evidenced direct causation of translation on learning. However, I decided to focus on interaction patterns in order to test, once and for all, whether translation can be a communicative activity, which has been asserted many times by distinguished academics both in Translation Studies and in Applied Linguistics (Swan 1985; Tudor

1987b; Al-Kufaishi 2004; Cook 2010; Kim 2011; Corcoll López and González-Davies 2016).

One evident limitation of the study is that translation was used only in two ways: comparative grammar and liaison interpreting, both times in order to elicit active communication in class. Communicative Translation can be used in a variety of other activities that can be found in handbooks, for example Duff's *Translation* (1989), Deller and Rinvolucri's *Using the Mother Tongue* (2002) or Maria González-Davies's *Multiple Voices in the Translation Classroom* (2004). The reason why I chose comparative grammar and liaison interpreting was to contrast a more "traditional" type of pedagogical translation (comparative grammar) with activities associated with a more "communicative" type of pedagogical translation (liaison interpreting). Certainly, other types of activities could have rendered quite different results.

The number of subjects (or, more exactly, the lack of them) in a given study is often one of the main problems a researcher faces. As described in the chapter on results, even though there were 61 students enrolled in the course (30 per practice group), only half of them were regularly coming to class both during the experiment and during regular class time. Since participation in the experiment was voluntary, it was undesirable and indeed unethical to force the students in any way to participate in the experiment. The low number of participants is also derived from the fact that, for whatever reason, some of the students were reluctant to stand in front of a camera, even though they were told that all the data gathered in the experiment would be anonymized and made only available to me and my supervisors.

It may be that classes carried out in small groups of 10-15 students have a particular type of in-group cohesion, with interaction patterns that cannot be extrapolated to larger groups. A larger population of respondents would have probably rendered different results, as evidenced by the international survey I used to generalize the findings in the experiment, in which the responses to Question 7 ("Please rate the speed at which you think you learn English when doing the following activities", followed by eight options, including translation) differed slightly from those gathered in the pre- and post-experiment questionnaires. This could evidence that results may vary depending on a number of variables, in this case group size. As far as one can judge, the two sets of data (the pre- and post-experiment

questionnaires and the international survey) are not wholly comparable due to an apparently different understanding of what translation in foreign-language learning is (evidenced by some 250 varied and quite mature reflections provided by the respondents in the international survey to the two optional questions "What aspect of learning English is it [translation] useful for?"), but the international survey may still provide a useful backdrop against which the results obtained through the questionnaires in this study can be understood.

One thing a researcher cannot avoid easily is the "white coat effect", where students presumably become overly concerned about aspects of their performance in class (wrong translation or accent, fear of being ridiculed, etc.) and as a consequence they do not perform in the way they would usually do in natural settings (i.e. free of any observers). My solution to that problem was to carry out my role as both the researcher *and* the teacher of the whole course instead of just giving a few classes, as was done in the pilot. It was hoped that the students would feel more at ease in the presence of a researcher who was also their teacher. Moreover, the decision to act as both teacher and researcher was derived from my interest in improving my own practice, in the best tradition of "action research". Notwithstanding, it is possible that another teacher would have conducted the class differently, eliciting different participation patterns.

7.4. Contributions to the field

The fact that translation as a tool for teaching foreign languages has only recently started to attract scholarly attention may be in part due to its having been in exile for most of the 20th century (Widdowson in Cook 2010). Theoretical pronouncements about the benefits of translation in foreign-language teaching were the first to emerge, but these, where feasible, should be accompanied with empirical evidence that what theory preaches actually holds in practice. To my knowledge, there have been very few empirical studies that investigate interaction in translation as opposed to monolingual classes of English (Källkvist 2008, 2013a, 2013b). This study is thus able to add to that small group of studies that seek to define empirically the role of translation (and not only that of L1 use) in foreign-language teaching and learning. This research has aimed to show that translation can indeed be a communicative

activity and that it can potentially elicit more student-initiated interaction than a class carried out monolingually. This further secures the communicative status of translation in that it shows that translation is not necessarily a dull, solitary activity, but can be carried out collaboratively in class. What is perhaps more important, Communicative Translation can engage the weakest learners into discussion and participation since they are allowed to use their strongest language to discuss metalinguistic matters, something that might not happen to the same degree if they were forced to use only the language under study. Like the majority of both theoretical and empirical studies on the role of translation in foreign-language teaching and learning, this study has never aimed at defending translation as the sole and the best way of teaching languages: on the contrary, it has sought to find out whether translation does any harm at all and whether it can be successfully integrated into class curricula with no detriment to communicative interaction.

As a concluding remark, I would like to mention that the gap between research results on translation and its applicability in the real world is still a puzzle to solve. Translation in foreign-language teaching and learning has been under study for almost fifty years now, with plenty of directives, resource books and some research results that back translation as a useful tool in certain areas of foreign-language teaching. Although there is still much work to do in this respect, something else has to change before educators can see translation in a more positive light and actually employ it in class. Here several factors come into play, such as the beliefs that some educators and even education centers hold about how a foreign language has to be delivered, the fact that it is not always easy to integrate translation into a course due to lack of time, motivation, educational materials, or expertise. If, however, the advantages and disadvantages of translation are well-delineated, then it should be easier to integrate it into a class curriculum.

7.5. Avenues for future research

Taking into consideration that empirical data has only recently started to back translation in foreign-language teaching, there are still many paths to follow. Studies are needed to delineate more neatly what role translation can play in students' foreign-language learning. It is important here to focus precisely on translation as a

teaching tool, as distinct from general L1 use (such as codeswitching or scaffolding) and not to lump it all together. This study has tried to fill the gap with respect to the communicative character of translation, but there are other areas that need attention.

One such area is that of investigating how translation contributes to actual learning outcomes. In this respect, the research design of this study could be replicated with the addition of pre- and post-experiment tests to check whether and in what ways translation can aid foreign-language learning. In their responses to the pre- and post-experiment questionnaires of the present study, the students particularly highlighted the benefits of translation in terms of learning new vocabulary and grammar, so this might be a good staring point. Further, research into learning outcomes will hopefully shed some light on the question of silent learners, since focusing only on visible (or, more exactly, audible) evidence such as participation in class gives little evidence of how much learning takes place when there is no participation.

In this study, motivation has not been overtly treated, although it is inherently present through student participation. Motivation is a complex concept, which stands behind all human action that pursues a certain goal. In Communicative Translation classes, where students are engaged in real, meaningful communication and interaction, there is created "a space for intuition, self-confidence, auto-criticism and creativity. These are very important qualities for the student to be ultimately motivated." (Pintado Gutiérrez 2008). Further investigation into the exact relationship between motivation and translation is needed, if indeed it is motivation that triggers participation in class.

Lastly, this study was carried out with university-level students who were taking a grammar course in English. Thus, the results obtained from this study can only be interpreted in relation to this particular type of learner at their particular level of proficiency. Proficiency level is key to the question of what kind of translation can be useful in class. The study carried out by Centeno-Cortés and Jiménez Jiménez (2004) shows that the higher the proficiency in the foreign language, the less students depend on their L1. The underlying question is what the exact level is at which students stop (or not) resorting to their L1. A longitudinal qualitative study would perhaps put a spotlight on this question, thus clarifying at what level translation as scaffolding is no longer of use in a foreign-language classroom. This study was

carried out with university students of English whose proficiency ranged from B1 to B2, and I suspect the threshold level for using translation as a scaffolding tool in class is somewhere around this level. On the other hand, translation in a wider sense, if used accordingly, might be useful on all proficiency levels. At higher levels translation can be used as a way of application of skills acquired, for example focusing more on equivalence and creativity. This said, I consider translation useful on all proficiency levels, assuming that its use is carefully thought-out and purposeful.

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Appendices

Appendix 1: Research participant release form (Pilot)

I voluntarily agree to participate in a series of translation tests for research conducted for the Intercultural Studies Group at the Rovira i Virgili University in Tarragona, Spain.

I understand that this evaluation is being conducted by Nune Ayvazyan and will be part of her subsequent Doctoral dissertation.

I understand that the evaluation methods that may involve me are:

1. My completion of assessment questionnaire(s)
2. Screen recordings of my translation process
3. Video and audio-recordings of myself during the translation process

I grant permission for the sessions to be recorded and transcribed, and to be used only by the aforementioned researcher for analysis of translation data. I grant permission for the evaluation data generated from the above methods to be published in her dissertations and future publications by the Intercultural Studies Group.
I understand that the reports and publications will contain no identifiable information in regard to my name.

_____

Research Participant

_____

Location, Date

Appendix 2: Research participant release form (Main experiment)

I voluntarily agree to participate in a series of translation tests for research conducted for the Intercultural Studies Group at the Rovira i Virgili University in Tarragona, Spain.

I understand that this evaluation is being conducted by Nune Ayvazyan and will be part of her subsequent Doctoral dissertation.

I understand that the evaluation methods that may involve me are:

1. My completion of assessment questionnaire(s)
2. Interviews
3. Video and audio-recordings of myself during the translation process

I grant permission for the sessions to be recorded and transcribed, and to be used only by the aforementioned researcher for analysis of translation data. I grant permission for the evaluation data generated from the above methods to be published in her dissertations and future publications by the Intercultural Studies Group.
I understand that the reports and publications will contain no identifiable information in regard to my name.

_____

Research Participant

_____

Location, Date

Appendix 3: Pre- and post-experiment questionnaire

Survey: Translation and the Teaching of English at University Level (First questionnaire Main Experiment)

Page.1.-

Thank you for participating in our survey! It should take about five minutes to complete. If your mother tongue is English, this survey is not for you. Sorry about that!

Is your mother tongue English?

(* This question is obligatory)
(* Tick only one option)

☐ Yes\b (* Continue to page.:9)
☐ No

Page.2.-

Disclaimer:
In completing this questionnaire, I freely and voluntarily consent to be a participant in the research project Translation and the Teaching of English at University Level conducted in 2014. I understand I will not receive monetary payment for my participation.

I understand that the purpose of this research is to investigate students' beliefs about the use of translation activities in the teaching of English, that I am providing information on my personal beliefs, and that I am free to discontinue my participation at any time.

I understand that all my responses will be confidential, in the sense that my name will not appear in any public records or publications, and that only Ms. Nune Ayvazyan, Dr. Anthony Pym, Dr. Esther Torres and their research assistants will have access to these data. The data may be used over the next three years although they will be retained indefinitely as records. I further understand that information from all the respondents will be grouped together to provide general information about English students as a community.

I have been told that I am free to ask questions concerning the research procedure. I understand that if I would like more information about this research, I can contact Ms. Nune Ayvazyan at nune.az@gmail.com or Dr. Anthony Pym at anthony.pym@urv.cat.

(* This question is obligatory)
(* Tick only one option)

☐ Yes

☐ No\b (* Continue to page.:9)

Page.3.-

Please indicate your given name
(* This question is obligatory)

_____

Please indicate your family name
(* This question is obligatory)

_____

What university do you attend?
(* This question is obligatory)
(* Tick only one option)

☐
☐ Universitat Rovira i Virgili
☐ Rouen University

What year are you in?
(* This question is obligatory)
(* Tick only one option)

☐ 1
☐ 2
☐ 3
☐ 4
☐ Masters

How old are you?
(* This question is obligatory)
(* Tick only one option)

☐ 18
☐ 19
☐ 20
☐ 21
☐ 22
☐ 23
☐ 24
☐ 25
☐ More than 25

Sex
(* This question is obligatory)
(* Tick only one option)

☐ Male
☐ Female

What is your mother tongue (L1)? (You may select more than one.)
(* This question is obligatory)

☐ Catalan
☐ Italian
☐ Spanish
☐ Turkish
☐ Other (please specify)_____

Page.4.-

In the following questions, your mother tongue(s) is(are) referred to as L1. "Translation" includes both written and spoken activities (i.e. interpreting).

Please indicate to what extent you agree with the following statements:

1. Translation should be taught as part of an undergraduate degree in English Studies.

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

2. Translation activities are part of the activities I have done in university courses designed to improve my English grammar and use.

(* This question is obligatory)
(* Tick only one option)

☐ Never
☐ 2
☐ 3
☐ 4
☐ Always

3. Translation from L1 into English is useful as a means of learning English.

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

Optional: What aspect of learning English is it useful for?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. Translation from English into L1 is useful as a means of learning English.

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

Optional: What aspect of learning English is it useful for?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Translating from L1 into English is useful in itself (i.e. not just as a method for learning English).

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

6. Translating from English into L1 is useful in itself (i.e. not just as a method for learning English).

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

Page.5.-

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7. Please rate the speed at which you think you learn English when doing the following activities:

(* This question is obligatory)
(* Tick only one option by row)

	Very slow	2	3	4	Very fast
Grammar class	☐	☐	☐	☐	☐
Conversation class	☐	☐	☐	☐	☐
Literature class	☐	☐	☐	☐	☐
Translation activities	☐	☐	☐	☐	☐
Reading	☐	☐	☐	☐	☐
Watching films/series in English	☐	☐	☐	☐	☐
Watching films/series in English with	☐	☐	☐	☐	☐

subtitles in my L1					
Watching films/series in English with subtitles in English	☐	☐	☐	☐	☐

8. When I read texts in English, I find that I am mentally translating the text into my L1.

(* This question is obligatory)
(* Tick only one option)

☐ Never
☐ 2
☐ 3
☐ 4
☐ Always

9. When I write texts in English, I find that I am mentally translating the text from my L1.

(* This question is obligatory)
(* Tick only one option)

☐ Never
☐ 2
☐ 3
☐ 4
☐ Always

10. When I speak in English, I find that I am mentally translating the text from my L1.

(* This question is obligatory)
(* Tick only one option)

☐ Never
☐ 2
☐ 3
☐ 4
☐ Always

11. When I listen to texts in English, I find that I am mentally translating the text into my L1.

(* This question is obligatory)
(* Tick only one option)

☐ Never
☐ 2
☐ 3
☐ 4
☐ Always

Page.6.-

FOR STUDENTS WHO HAVE TAKEN COURSES SPECIFICALLY ON TRANSLATION (IN A DEGREE PROGRAM THAT IS NOT SPECIFICALLY ON TRANSLATION)

12. Have you attended courses in your degree that are specifically on translation (not for learning English)?

(* This question is obligatory)
(* Tick only one option)

☐ Yes
☐ No\b (* Continue to page.:9)

Page.7.-

---

13. The translation courses I have taken have prepared me for the professional practice of translation.

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

14. The translation classes I have taken have given me skills that are useful for activities other than translation.

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4
☐ Strongly agree

Page.8.-

Congratulations, you're almost finished! Now that you're thinking very clearly about translation, we would like you to give us a few more details. Of course, if you are not well warmed up, please note that this question is OPTIONAL.

15. To what extent do translation activities (in general) help develop the following skills?

(* Tick only one option by row)

	Never	2	3	4	Always	Don't know
Writing in English	☐	☐	☐	☐	☐	☐
Reading in English	☐	☐	☐	☐	☐	☐
Speaking in English	☐	☐	☐	☐	☐	☐
Listening in English	☐	☐	☐	☐	☐	☐
Writing in L1	☐	☐	☐	☐	☐	☐
Reading in L1	☐	☐	☐	☐	☐	☐
Speaking in L1	☐	☐	☐	☐	☐	☐

Listening in L1	☐	☐	☐	☐	☐	☐
Fluency in written English	☐	☐	☐	☐	☐	☐
Adapting a message to the receiver	☐	☐	☐	☐	☐	☐
Rendering messages, not words	☐	☐	☐	☐	☐	☐
Understanding English-language cultures	☐	☐	☐	☐	☐	☐
Understanding cultural differences	☐	☐	☐	☐	☐	☐
Understanding linguistic differences	☐	☐	☐	☐	☐	☐
Correcting L1 interferences in English	☐	☐	☐	☐	☐	☐
Correcting English interferences in L1	☐	☐	☐	☐	☐	☐
Understanding English grammar	☐	☐	☐	☐	☐	☐
Locating information	☐	☐	☐	☐	☐	☐
Using language-processing functions in Word	☐	☐	☐	☐	☐	☐
Organizing projects	☐	☐	☐	☐	☐	☐

16. I enjoy translation classes.

(* This question is obligatory)
(* Tick only one option)

☐ Strongly disagree
☐ 2
☐ 3
☐ 4

☐ Strongly agree

Page.9.-

Thank you very much for your participation!

Appendix 4: Interview guide

1. Have you ever had any teachers that would tell you to use only the foreign language in a foreign-language class? If yes, when? How did you feel?
2. Have you ever had any teachers that would tell you to use your mother tongue (apart from this experiment) in a foreign-language class? If yes, when? How did you feel?
3. What do you think the effects of English-Spanish (Catalan) translation are when learning English?
4. What do you think the effects of Spanish (Catalan)-English translation are when learning English?
5. What was your opinion on translation in a foreign-language class before this experiment?
6. What is your opinion on translation in a foreign-language class after this experiment?
7. What was your opinion on translation in a foreign-language class in relation to other language teaching tools before this experiment?
8. How do you feel about translation in a foreign language class at this level (university)?
9. As a student, would you suggest any improvements in case you believe translation should form part of a foreign-language class?
10. Is there anything else you would like to tell me about your thoughts on the use of translation in a foreign-language class? (Adapted from Liao 2006)