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# The use of pedagogical translation as tool for enhancing writing skills in secondary education

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## **Abstract**

Translation is an activity that traditionally has not been seen as a way of learning or teaching foreign languages worldwide, nor in Catalonia, due to the strong influence of Grammar-Translation Method, among other reasons. Nevertheless, several researchers state that pedagogical translation is an approach that can enhance student's language skills, particularly writing skills.

The objective of the current study, on the one hand, is to illustrate the role that pedagogical translation plays in the Catalan secondary school, and more specifically in the EFL class. On the other hand, this paper also seeks to investigate if students with previous notions of pedagogical translation would perform better in a writing activity than students without them.

The methodology used to meet these two objectives is mixed. To fulfil the first one, interviews with two EFL teachers have been undertaken (qualitative technique). To achieve the second one, a linguistic experiment with a sample of students from secondary school has been carried out (quantitative technique).

The results of the interviews reveal that EFL teachers show general reluctance to use translation activities in their current classes and prefer using other methods. As for the experiment, findings reveal that students with previous notions of pedagogical translation show greater control of grammatical structures in a writing activity than students who have no notions about it.

The study concludes that, in order to establish absolute truths and obtain fully significant results, further research in this field is needed.

**Key words:** pedagogical translation, writing skills, English as a Foreign Language, secondary school

## Resum

La traducció és una activitat que tradicionalment no ha estat considerada com una forma d'aprenentatge o ensenyament de llengües estrangeres arreu del món, tampoc a Catalunya, degut a la gran influència del mètode gramàtica-traducció, entre altres motius. No obstant això, diversos investigadors afirmen que la traducció pedagògica és un mètode que pot potenciar les habilitats lingüístiques dels estudiants, especialment les habilitats d'expressió escrita.

L'objectiu d'aquest treball, d'una banda, és il·lustrar el paper que juga la traducció pedagògica a l'educació secundària catalana, i més concretament a la classe d'anglès com a llengua estrangera. D'altra banda, aquest treball també pretén investigar si un grup d'estudiants amb nocions prèvies de traducció pedagògica obtindria millors resultats en una activitat d'expressió escrita que un altre grup que no en té.

La metodologia utilitzada per assolir aquests dos objectius és mixta. Per assolir el primer objectiu, s'han dut a terme entrevistes amb dues professores d'anglès com a llengua estrangera (tècnica qualitativa). Per assolir el segon, s'ha realitzat un experiment lingüístic amb una mostra d'alumnes de secundària (tècnica quantitativa).

Els resultats de les entrevistes revelen que professores d'anglès com a llengua estrangera es mostren reticents a utilitzar activitats de traducció a les seves classes i opten, preferentment, per altres mètodes. Pel que fa a l'experiment, els resultats revelen que els estudiants amb nocions prèvies de traducció pedagògica mostren un major control de les estructures gramaticals en una activitat d'expressió escrita que els estudiants que no en tenen cap.

L'estudi conclou que, per tal d'establir veritats absolutes i obtenir resultats plenament significatius, cal dur a terme més investigacions en aquest camp.

**Paraules clau:** traducció pedagògica, habilitats d'expressió escrita, anglès com a llengua estrangera, educació secundària



# 1. Introduction

## 1.1 Main topic

Translation is an activity that has not been used over a long period in foreign language learning, primarily due to the strong influence of the old-fashioned Grammar-Translation Method. In other words, translation has generally not been seen as a way of learning, teaching or testing a language.

Contrary to this widespread belief, several linguists and researchers claim that translation is a useful approach that can enhance the learning of new languages. Therefore, these views consider that translation, as pedagogical tool, should have its place in the foreign language class.

Furthermore, these studies state that pedagogical translation particularly helps students improve their writing skills. According to them, it may raise their awareness of vocabulary, grammar, style and idiomatic language, among many other benefits.

Parallel to all this, pedagogical translation does not seem to have a major role in the learning of English as a foreign language (EFL) in the Catalan secondary education system, as *Generalitat de Catalunya* officially does not recognize it as a language skill.

## 1.2 Justification

As I am a graduate in Applied Linguistics, a Bachelor's degree in which I deeply came into contact with the world of translation, I wondered if translation can not only be considered as a professional activity (whose purpose is to transmit a message) but also as a learning approach (whose purpose is to help learn a foreign language).

At the beginning, I thought nobody had carried out investigations about it. Nevertheless, after an exhaustive research, I found a wide range of papers talking about the concept of "pedagogical translation", in other words, learning foreign languages through translation.

Currently, I am working as an English and French language teacher at secondary school. Therefore, I consider that the concept of "pedagogical translation" perfectly brings together both, my university studies (related to translation) and my current profession (related to pedagogy).



### 1.3 Research questions and objectives

The following chart (see figure 1) contains the research questions of the project, as well as its objectives (based on the SMART approach). Research question 1 is linked to objective 1, and research question 2 is related to objective 2. It must be added that objectives have been divided into general ones (1 and 2) and specific ones (1.1, 1.2, 1.3, 2.1 and 2.2).

Research questions	Objectives (SMART)
<p>1. What is the role that pedagogical translation really has in the EFL class in the Catalan secondary education system?</p>	<p>1. To illustrate, through interviews with EFL teachers, the role that pedagogical translation plays in the Catalan secondary school, concretely in the EFL class.</p> <p>1.1 To investigate if EFL teachers know what the term “pedagogical translation” involves.</p> <p>1.2 To investigate if EFL teachers make use of translation activities in class.</p> <p>1.3 To know the opinion of EFL teachers about pedagogical translation activities.</p>
<p>2. Will students with previous notions of pedagogical translation perform better in a writing activity than students who have no notions about it?</p>	<p>2. To investigate, through an experiment with two groups of students, if students with previous notions of pedagogical translation perform better in a writing activity than students who have no notions about it.</p> <p>2.1 To investigate which of the two groups of students makes more mistakes in the writing activity.</p> <p>2.2 To investigate what type of mistakes (spelling, grammar, punctuation...) did students from both groups make in the writing activity.</p>

Figure 1. Chart containing the research questions and the objectives of the project

## 2. Theoretical foundation

### 2.1 English language teaching in Catalonia's secondary school

Even though English language is not mentioned in the *Curriculum educació secundària obligatòria* published by Departament d'Educació (2019), it can be inferred that its section named "Linguistic area: Foreign languages" contains all the information related to it.

In this section, English language is described as a "core subject". On the other hand, its teaching and learning is defined as a "strategic objective" and justified as follows: "understanding and speaking languages different from the mother tongue constitutes a basic capability that all citizens need" (p. 93).

As for the hourly distribution per school year, English must be taught 3 hours per week in the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year of secondary school, whereas in the 2<sup>nd</sup> year it has to be taught 4 hours per week. Therefore, taking into account that every school year has 35 teaching weeks, the total number of hours that English must be taught cannot be less than 105 hours in the 1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year of secondary school, and less than 140 hours in the 2<sup>nd</sup> year (p. 41).

The eleven competences associated with the teaching and learning of English language are grouped into five different dimensions: oral communication dimension, reading comprehension dimension, written expression dimension, literary dimension, and attitudinal and multilingual dimension.

To conclude this section, the focus will be on the written expression dimension. According to the *Curriculum educació secundària obligatòria* (p. 104), "written expression is the ability to use writing as an activity that allows one to communicate, organise, learn, and participate in society". In this regard, the objective of this dimension is to train competent writers, who take time to think and plan before writing, and are able to proofread a text according to the communicative situation.

The written expression dimension has three associated competences:

- Competence 7. Planning written texts of varied types using the elements of the communicative situation.
- Competence 8. Producing written texts of different types and formats, applying writing strategies.

- Competence 9. Revising the text to improve it according to the communicative purpose, with supports.

## 2.2 Pedagogical translation

### 2.2.1 Definition and delimitation of the concept

According to Figueira (2017, p. 180), the concept of “pedagogical translation” is understood as “the use of translation exercises for educational purposes and for non-mother tongue language teaching and learning”.

In the same direction, Dagliené (2012, p. 124) states that pedagogical translation takes place whenever “translation is integrated into the language learning practice along with generally used learning activities”.

Ekoç (2019, p. 348), for his part, refers to pedagogical translation as “a means”, and not as “an end”, because it is “a mere tool to improve students’ second language (L2) proficiency”.

Nevertheless, also according to Ekoç (p. 348), it is crucial not to confuse the concept of “pedagogical translation” with the one of “professional translation”, and know how to differentiate them.

The comparative chart below (see figure 2) shows the main differences between these both types of translation:

	Pedagogical Translation	Professional Translation
<b>Objectives</b>	It is a means to learn the language, to control comprehension and to explain words or structures that may be difficult for the students	It is an end in itself, since its purpose is that of transmitting one message which has to be understood by its audience
<b>Situation of communication</b>	Translation takes place for the teacher. It is also possible to translate a produced text, “neutralized”, without context	Translation only takes place when the parameters of the situation are known: where should the text appear? For which type of readers?
<b>Nature of the translated text</b>	Sometimes we translate without understanding at all since the purpose of the exercise partly consists in checking this understanding	Translation is not possible if the text is not perfectly understood
<b>Sense of translation</b>	Version or theme	It only occurs in the sense language 2 language 1

Figure 2. Chart comparing “Pedagogical Translation” and “Professional Translation” (Grellet, 1991, quoted in Castro, 2015, p. 14)

## **2.2.2 Presence in official documents and educational curricula**

According to Gutiérrez-Colón et al. (2013, p. 2), none of the official documents on multilingualism published by the European Commission actually relates translation to language teaching in any clear way. In other words, while it is true that in these documents translation is certainly mentioned, it is not seen as a way of learning, teaching or testing a language. *New Framework Strategy for Multilingualism* (2005) and *Multilingualism: an asset for Europe and a shared commitment* (2008) are some examples of these renowned official documents.

Gutiérrez-Colón et al. also highlight that translation is not listed as a language skill in the official educational curricula approved by both, the Spanish and Catalan governments. Furthermore, in most European countries, translation is also not mentioned in the official curricula. Thus, it can be concluded that the pedagogical use of translation is not contemplated by any of the official educational institutions.

## **2.2.3 Arguments in favor of its use in language learning**

Several linguists and researchers see pedagogical translation as a useful approach that can enhance the learning of new languages. In fact, some studies even go a step further and refer to translation as the “fifth skill”, in addition to reading, writing, listening and speaking, since, according to them, translation is inherent in the language-learning process itself.

González-Davies (2022) asserts that the use of translation in the foreign language class has three types of benefits for students. First of all, it has cognitive benefits, as, by translating, we acquire language skills such as reading, writing, listening and speaking. In the second place, it has metacognitive benefits. For instance, code-switching when translating favours the organisation and planning of a writing. Thirdly, it has socio-affective benefits, a new concept. At a time when all students' mother tongues are representative in the classroom, we are helping to respect and know each student identity.

Thus, according to González-Davies, a translation exercise can fit perfectly within a teaching sequence that we have already planned, as it is an activity as valid as writing, speaking, reading or listening activities.

Takimoto and Hashimoto (2010), quoted in Gutiérrez-Colón et al. (2013, p. 17), state that “translation activities encourage learners' intercultural exploration and intercultural language learning”. The same authors also find that the effects of translation activities

include “relevance to real-life and constant interaction, which directly contributes to promoting students’ learning”.

Other studies have been more favourable to translation. Liao (2006), quoted in Gutiérrez-Colón et al. (2013, p. 20), reports that translating helps students acquire language skills such as reading, writing, speaking, vocabulary idioms and phrases. For his part, Figueira (2017, p. 200) considers that translation exercises help to enhance student’s language awareness and to develop a certain translation ability, whose development is key for a fully multilingual life.

Another key point to be highlighted is that there are indicators showing that a number of countries that score highly on L2 tests use translation frequently in the classroom (Gutiérrez-Colón et al., 2013, p. 122).

In the opinion of Schaffner (1998), quoted in Dagilienė (2012, p. 125), translation and related exercises could be beneficial to foreign language learning:

1. To improve verbal agility.
2. To expand students’ vocabulary in L2.
3. To develop their style.
4. To improve their understanding of how languages work.
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2.

Finally, Ekoç (2019, p. 346) sees translation as a communicative activity as it takes place in the real world. In the same direction, Karolyn (2014), quoted in Ekoç (2019, p. 348), believes translation can develop students’ communicative competence in the native and foreign language.

#### **2.2.4 Arguments against its use in language learning**

Contrary to the arguments presented above, several linguists and researchers defend the idea that language learners learn languages, and professional translators translate. Therefore, they believe those must be seen as two separate activities. But why?

In the first place, translation is an activity that has been set aside due to the strong influence that the Grammar-Translation Method had on foreign language learning over

a long period of time. Thus, Gutiérrez-Colón et al. (2013, p. 1) claim that the predominant ideologies of language learning see translation as a retrograde pedagogical activity, a remnant of the out-dated and much-criticised Grammar-Translation method. In this regard, Ekoç (2019, p. 346) asserts that “when the word “translation” comes to one’s mind, the old-fashioned Grammar-Translation method is echoed at the same time”.

In the second place, according to Gutiérrez-Colón et al. (2013, p. 18), “anti-translation views are often motivated by a fear that having the native language present in language lessons will detract from a concentration on the new language”. As Liao (2006), quoted in Ekoç (2017, p. 347), states, “the best way for learners to achieve native-like control of the target language is to think in that language rather than to translate or reprocess the target language into their mother tongue”.

Other arguments against the use of translation in language learning are that translation is generally understood in a narrow word-for-word or sentence-for-sentence sense, which can interrupt fluency in L2, and that translation often is not seen as a communicative act (Gutiérrez-Colón et al., 2013, pp. 37 and 1).

Finally, Malmkjaer (1998), quoted in Dagilienė (2012, p. 124), briefly summarizes the main reasons why translation is not generally accepted as a language teaching approach:

1. Translation is independent and radically different from the four skills which define language competence: reading, writing, speaking and listening.
2. Translation takes up valuable time which could be used to teach these four skills.
3. Translation is unnatural.
4. Translation misleads and prevents students from thinking in the foreign language.
5. Translation is a bad test of language skills.
6. Translation produces interference.
7. Translation is only appropriate for training translators.

### 2.2.5 Use in the EFL class in Catalonia's secondary education

Although translation is not recognised as a language skill in the official educational curriculum approved by the Catalan government (see section 2.2.2), it is occasionally used in the EFL classroom as a means to learn this language (pedagogical use). In fact, some EFL course books used in Catalan schools at secondary level include translation activities. According to Gutiérrez-Colón et al. (2013, p. 81), these translation activities are given at the end of a lesson in order to check on language acquisition. Translation is thus present in these books, albeit not as a skill, activity or method.

The image below (see figure 3) contains a translation exercise from the course book *Advantage 2*, published in 2018 by *Burlington Books*, which is used by many students in the second year of Baccalaureate in Catalonia. This is the last exercise of a grammar lesson about 'Reported speech'. Therefore, it has a checking function.

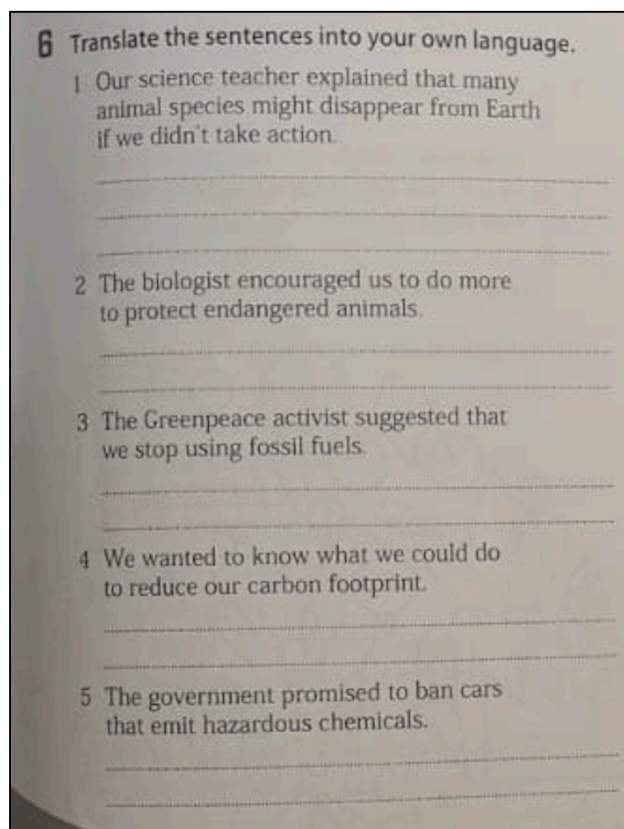


Figure 3. An example of an EFL translation exercise (Grant, E., & Lane, A., *Advantage 2: Workbook*, 2018, p. 51)

The European Commission carried out a survey to 70 language teachers from Tarragona (Catalonia), many of whom teach in secondary school and in higher education. The results show that the majority of them do not use translation exercises in class (Gutiérrez-Colón et al., 2013, p. 80). Some of these teachers claim that translation is “detrimental

to language learning". Further reasons that they give for not using translation are "lack of time", "multiple L1s in class" (due to the presence of immigrants), and "translation complexity".

On the other hand, those teachers who admit using translation exercises in class show a strong preference for activities in which students have to translate individual sentences (see figure 2), which leads to think that translation is being used to check on language learning (Gutiérrez-Colón et al., 2013, p. 80).

### **2.2.6 Pedagogical translation as tool for enhancing writing skills**

Some complex experiments show that translation is particularly useful when combined with other specific skills, particularly writing skills.

To start with, Friedlander (1990), quoted in Gutiérrez-Colón (2013, p. 17), asserts that "planning in L1 correlates with better L2 essays about L1 topics and that planning in L2 correlates with better L2 essays about L2 topics". In other words, the language we use to think about an essay can depend more on the nature of the topic chosen than on relative mastery of the languages concerned.

In the second place, Dagilienė (2012, p. 125) affirms that "translation can help students improve their writing skills because it is a transfer of a text from one language into another". Therefore, due to this transfer, "students are exposed to the differences between the two languages, and they are encouraged to discuss and correct mistakes". As a result, this kind of activity gives learners further practice in grammar, vocabulary and even style.

In the same direction, Ekoç (2019, p. 355) points out that translating into L2 is a valuable activity for learners because it can allow them to raise their awareness of vocabulary, grammar, style, language transfer, L1 and L2 differences and pragmatic factors. Furthermore, Ekoç states that translation boosts L2 learners' cultural awareness. An example of this is the comparison of idiomatic language, such as metaphors or proverbs.

As a final point, Kim (2011, p. 154) highlights that "students' L1 use in L2 writing classroom can be a positive tool for improving their writing proficiency and helping them realise the importance of seeing their own writing more objectively".

Regarding the type of translation activities that enhance writing skills, there are mainly four: finding L2 equivalents in a list of L1 key words, correcting mistakes in translations, translating isolated sentences and back translation. On the contrary, according to



Dagilienė (2012, p. 126), “distributing a text to students and telling them to translate it is not a way to start a translation activity”.

As for the first type of translation activity, students are handed out a list of key words in their native language and related to the topic worked. Students try to find the L2 equivalents of the words written on the list. Then they compare results in pairs or with the whole class. Thus, a discussion on the translation topic is initiated (Dagilienė, 2012, p. 126).

Secondly, correcting mistakes in translations is a challenging activity for students. Some incorrect word for word translations are handed out, and the students are encouraged to discuss and correct the mistakes. This type of activity makes the learners concentrate on problematic areas (Dagilienė, 2012, p. 126). Furthermore, as Figueira (2017, p. 190) points out, the direct confrontation with the differences between two languages can help the student to acquire not only a linguistic but sometimes a sociocultural awareness.

In the third place, translation of isolated and artificial sentences also serves as an introduction to the topic the students will be working on (Dagilienė, 2012, p. 127). These sentences, however, when presented in the class, lose their isolation and artificial character because they become part of a context. In addition, the study of sentences can contribute to the development of linguistic awareness and to the understanding of grammar (Figueira, 2017, p. 189).

Finally, Dagilienė (2012, p. 127) claims that back translation is another motivating type of translation activity which students enjoy. Two short texts are prepared for translation from L2 into L1: text A and text B. The students work in pairs. In each pair one student gets text A and the other text B. Individually, each student translates the text into L1. Then in each pair the students swap the translations they have made. Again individually, each student translates the received L1 text into L2. Afterwards, in each pair the students show each other the original texts A and B. They compare their translations and discuss the differences between the two L2 versions of each text. This activity raises students' awareness of language transfer, since the students are exposed to the differences between the two languages and they are encouraged to discuss and correct mistakes.

## **3. Research methodology**

### **3.1 General methodology**

The methodology used in this project is mixed, since it combines quantitative and qualitative data collection techniques.

On the one hand, the qualitative research technique used is an interview with two EFL teachers who teach in the Catalan secondary school (ESO). The interview revolves around the role that pedagogical translation plays in their own classes, as well as in the secondary school from Catalonia (see annex 8.1).

On the other hand, the quantitative research technique used is an experiment with a sample of students divided into two groups. In this experiment, their performance in a writing activity (see annex 8.2) is observed.

### **3.2 Participants and place**

Regarding the interviews, it is worth mentioning that there was an attempt to find different profiles of teachers. Below, a brief description of the two teachers interviewed is given. Their identities remain anonymous,

The first interviewee is teacher A, born in 1972, who currently works as teacher at *Escola Meritxell* from Mataró, a state-assisted school. She teaches English as a Foreign Language in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year of ESO. In addition, she is also the tutor of a 3<sup>rd</sup> year of ESO class group. She started working at this school in 1997, when she was 25 years old. Thus, she has plenty of experience in teaching teenagers EFL.

The second interviewee is teacher B, born in 1987, who currently also works as teacher at *Escola Meritxell* from Mataró. She teaches English as a Foreign Language in the 1<sup>st</sup> and 2<sup>nd</sup> year of ESO. Moreover, she is also the tutor of a 1<sup>st</sup> year of ESO class group. She started working at this school in 2011, when she was 24 years old. Thus, she does not belong to the same generation of EFL teachers as teacher A.

To facilitate matters, both interviews were carried out face-to-face in their workplace: *Escola Meritxell* in Mataró. Thus, both teachers were interviewed individually in a soundproof classroom from the main building of the school, where no bothering sounds could be heard.

As for the experiment undertaken, a total of 6 participants took part in it. Their identities remain anonymous, as they are underage. Nevertheless, it is allowed to reveal that they are all students from the 3<sup>rd</sup> year of ESO, aged 14 to 15 years, who study at *Escola Meritxell*. In addition, it can be stated that they all have a similar level of proficiency in English: B2 level, according to the Common European Framework of Reference for Languages (CEFR). Therefore, their knowledge of the English language is solid.

B2 level students were chosen for this experiment because complex and significant results can be drawn from them. The fact of having solid EFL knowledge allows to easily spot if students' performance was affected, or not, by the variables introduced in this experiment.

The experiment took place face-to-face at *Escola Meritxell* in Mataró, where all students involved are currently studying, as stated above. Therefore, it was really easy and convenient for them to participate in this experiment. *Escola Meritxell*, which had been informed of this activity, facilitated a large classroom where the experiment was undertaken in a comfortable way.

### **3.3 Data collection tool**

As for the interviews with the two EFL teachers, the data collection tool used is a list containing the eight questions of the interview itself (see annex 8.1). A description and justification of its design is given below.

In the first place, regarding its structure, it must be highlighted that, at the beginning, there is a brief presentation of both, the interviewer (myself) and the interviewee (EFL teachers). That gives confidence and makes both feel more uninhibited when starting the interview. It is also noteworthy that questions have been divided into three blocks: "Introduction to pedagogical translation" (2 questions), "Personal experience with translation activities" (2 questions) and "Personal opinion about the use of translation activities" (4 questions). These blocks are clearly linked with the research question 1 of the project, as well as the general objective 1 and the specific objectives 1.1, 1.2 and 1.3 (see figure 1).

In the second place, the language used to ask questions is plain (for instance, "translation activities", "language skills", "the learning of new languages", etc.). Therefore, the interview does not contain advanced terminology from the field of teaching or translation. That may avoid some misunderstandings while undertaking it.

Thirdly, it is a structured interview. In other words, there is fixed list of questions which has to be followed. Regarding the formulation of questions, it addresses the topic directly and avoids that the interviewee beats around the bush. The questions are the same for both teachers.

Finally, it should be noted that the questions of the interview are based on the bibliographical references mentioned in the theoretical foundation (see section 2). For instance, question 4 is clearly linked with the article by Gutiérrez-Colón et al. (2013).

On the other hand, as for the experiment, the data collection tool used is a worksheet containing four self-created translation activities. Each one of them is based on the different types of translation activities that, according to experts, enhance writing skills (see section 2.6). These four exercises, however, serve as warm-up (pre-task) before the main task of the experiment (and the main collection tool of it as well): writing an opinion essay of 140 to 190 word about the environment (see annex 8.2). It should be noted that this essay has been extracted from the course book students are using in the present school year: *Ready for B2 First* from the publishing house Macmillan Education (2020, p. 168).

The first warm-up exercise (see annexes 8.3 and 8.4) consists in finding the English equivalents (students' L2) of a list of key words written in Catalan (students' L1). All words belong to the semantic field of "the environment", which is the main topic of the opinion essay that the students will have to write after doing these four exercises. In addition, it must be mentioned that words were grouped by grammatical categories (verbs, adjectives and nouns) in order to make their translation easier for students. It is also noteworthy that, in some cases, more than one meaning is given in L1 (Catalan) and accepted as the correct answer in L2 (English). That might broaden students' vocabulary. Finally, this exercise includes a final comparison and discussion of the results between students, which may be enriching for them.

The second warm-up activity (see annexes 8.5 and 8.6) consists in correcting translation mistakes. Five sentences in Catalan (L1) have been wrongly translated into English (L2). Therefore, students have to find and correct the translation mistakes that the sentences in English (L2) contain. This activity was designed because it makes students concentrate on problematic areas. In fact, the mistakes that students have to correct in this exercise focus on common errors that Catalan speakers make in English: use of prepositions, dropping of the subject, verbs ending in -'ing' after preposition, 'this' vs. 'these', incorrect repetition of the subject, number of the word 'people', adjective

position... Furthermore, it should be highlighted that the sentences also include vocabulary about the environment worked in the first exercise (see annexes 8.3 and 8.4).

As for the third warm-up exercise (see annexes 8.7 and 8.8), students have to translate a series of isolated and artificial sentences related to the environment. Firstly, they have to translate three sentences from Catalan (L1) into English (L2). Secondly, they have to translate three sentences from English (L2) into Catalan (L1). This exercise was designed because translation of sentences can develop linguistic awareness and understanding of grammar. In fact, the sentences from this exercise have been expressly created to work tricky grammatical and syntactic aspects: word order, use of prepositions, use of 'make' or 'do', relative clauses, modal verbs... Moreover, it should be pointed out that the sentences from this exercise also include vocabulary about the environment worked in the first activity (see annexes 8.3 and 8.4).

Regarding the fourth warm-up activity (see annexes 8.9 and 8.10), it is a back translation exercise in which students have to follow several steps. Two short texts (around 60 words) about the environment have been prepared for translation from English (L2) into Catalan (L1): text A and text B. Students have to work in pairs and define who is "student A" and who is "student B". This way, student A gets text A and student B gets text B. Individually, each student has to translate his/her text into Catalan. Afterwards, students have to swap the translations they have made. Again individually, each student has to translate the received text in Catalan (L1) into English (L2). When they finish this step, students have to show each other the original texts A and B. Finally, they have to compare their translations and discuss the differences between the two English (L2) versions of each text. This activity was designed because it raises students' awareness of language transfer, since the students are exposed to the differences between the two languages.

To conclude this description, it is worth noting that the four translation exercises designed as warm-up (pre-task) are linked with the language (vocabulary, expressions, sentences...) students have to use in the opinion essay (main task of the experiment). They do not aim to teach students how to write an opinion essay in terms of structure (paragraph 1: introduction, paragraph 2: argument 1, paragraph 3: argument 2, paragraph 4: argument 3, and paragraph 5: conclusion), as they have a B2 level and they already master it.

### 3.4 Data collection process

As for the interviews, once the questions were defined and the interviewees (two EFL teachers from ESO) were summoned, it was time to collect data, in other word, to undertake both interviews.

During the interview, teachers' answers were recorded with a mobile phone. It should be pointed out that only their voices were recorded (only audio, no images).

Right after the interviews, the recordings were listened carefully in order to ensure that all words were properly recorded. Later, the recordings were listened again in order to transcribe the teachers' answers in three comparative charts expressly designed for this purpose (see section 3.5 and annex 8.21).

Regarding the experiment, to start with, the six participants were randomly divided into two groups: group A and group B.

On the one hand, group A, also named "the experimental group", was formed by three students. These students were exposed to the intervention under investigation. In other words, they did four translation activities (see annexes 8.3 to 8.10) that, according to researchers, enhance writing skills, as a warm-up before writing an opinion essay about the environment (see annex 8.2). While doing these translation activities, students from this group were allowed to use online dictionaries as help tool. In contrast, they were not allowed to use machine translators. This way, the habit of consulting lexicographic tools while translating is fostered.

On the other hand, group B, also called "the control group", was composed of the remaining three students. These students were not exposed to the intervention under investigation. Therefore, they did not do the translation activities (see annexes 8.3 to 8.10) before writing the opinion essay about the environment (see annex 8.2). What they did as warm-up were four exercises related to other language skills: reading (two exercises), speaking (one exercise) and grammar (one exercise) (see annexes 8.11 to 8.14). It should be added that these exercises have been extracted from the course book students are using in the present school year: *Ready for B2 First* from Macmillan Education (2020, pp. 84-86 and 166-167).

Once the students from both groups finished warm-up activities (group A translation activities, and group B reading, speaking and grammar activities), they all had 40 minutes to write by hand, in a sheet of paper, their opinion essays of 140 to 190 words about the

environment (see annex 8.2). After this period of time, essays were collected for the analysis (see annexes 8.15 to 8.20). Finally, it must be said that students were not allowed to use neither online dictionaries nor machine translators as help tool while writing the opinion essay.

### **3.5 Data analysis**

In order to analyse the data collected in the interviews, three comparative charts have been designed, one for each block of questions (see annex 8.21). Thus, both teachers' answers have been transcribed and introduced in these charts.

Furthermore, the answers of the first and the second interviewee have been highlighted in different colours in order to visually facilitate the comparison between answers and be able to easily draw conclusions from them.

On the other hand, in order to analyse the data collected in the experiment, six charts have been created (see annexes 8.22 to 8.27). They contain the mistakes found in the opinion essays written by the six students (three from group A and three from group B) during the experiment. More specifically, each chart contains four columns: the numeration of each mistake (column 1), the mistake itself and the line from the essay where it is located (column 2), its correction (column 3) and the type of mistake it is (column 4).

## 4. Study results

### 4.1 Interviews

The first aspect addressed is the previous knowledge that the EFL teachers interviewed have about pedagogical translation. That is related to the specific objective 1.1 of this project (see figure 1) as well as the first block of the interview (see annex 8.21).

Whereas teacher A is able to give a definition of “pedagogical translation” and tell the difference between this concept and the one of “professional translation”, teacher B claims she knows nothing about the topic.

The second issue that is taken into account is the use of translation activities that the EFL teachers interviewed make in their classes. That is related to the specific objective 1.2 of this project (see figure 1) as well as the second block of the interview (see annex 8.21).

To start with, teacher A states the EFL course book she uses in class does not include translation activities. Contrary to this, teacher B asserts her EFL course book contains two translation exercises in each unit. Concretely, she explains these exercises consist in guessing the Catalan translation (L1) of a list of English words (L2).

Furthermore, teacher A denies using translation activities in her current EFL classes. Nevertheless, she admits having used this kind of exercises in the distant past. For her part, teacher B affirms using them occasionally despite her preference for other kind of exercises.

The third and last aspect addressed is the opinion that the EFL teachers interviewed have about pedagogical translation activities. That is related to the specific objective 1.3 of this project (see figure 1) as well as the third block of the interview (see annex 8.21).

As for the benefits of pedagogical translation activities, teacher A points out that advanced students may take advantage of them because the presence of L1 may help them understand certain grammatical structures in L2. On the other hand, teacher B reckons beginner students feel more confident when their L1 is present in class.

Regarding the drawbacks of pedagogical translation activities, teacher A puts the spotlight on weak students by affirming they lose much time translating every single word without understanding the real sense of the exercise. For her part, teacher B defines them as “boring” and “old-fashioned”.



Last but not least, teacher A believes translation is an activity that is not listed in the official curriculum from Departament d'Educació due to lack of evidence that it is an effective approach. In contrast, teacher B justifies its absence in the Catalan curriculum by claiming that translation is already involved in the other four language skills: reading, writing, listening and speaking.

## 4.2 Experiment

The first aspect that is addressed is the number of mistakes made by students from both groups in their opinion essays about the environment (see figure 4). That is related to the specific objective 2.1 of this project (see figure 1).

After having corrected the six opinion essays, a total of 38 mistakes have been found. On the one hand, the three students from group A, who did the translation activities before writing, made 18 mistakes in their essays (47%). From these mistakes, six were made by student 1 (see annex 8.22), five were made by student 2 (see annex 8.23) and ten were made by student 3 (see annex 8.24).

On the other hand, the three students from group B, who did not do the translation activities before writing, made 20 mistakes in their essays (53%). From these mistakes, four were made by student 1 (see annex 8.25), ten were made by student 2 (see annex 8.26) and six were made by student 3 (see annex 8.27).

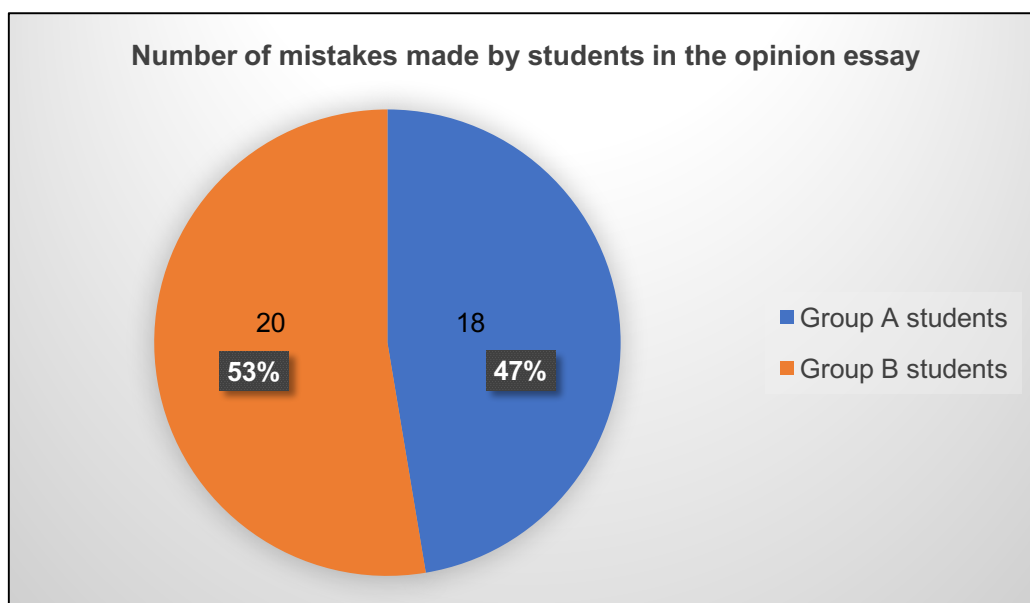


Figure 4. Graphic showing the number of mistakes made by students from both groups in the essay

The second element that is taken into account is the type of mistakes that students from both groups made in the opinion essay about the environment (see figure 5). That is related to the specific objective 2.2 of this project (see figure 1).

To begin with, it is worth noting that the 38 mistakes found in the essays (18 from students in group A and 20 from students in group B) have been categorised into five different types: spelling, punctuation, grammar, semantic and syntactic mistakes (see figure 5).

Results show that the three students in group A made five spelling mistakes, three punctuation mistakes, five grammar mistakes, four semantic mistakes and one syntactic mistake (see annexes 8.22, 8.23 and 8.24).

On the other hand, results show that the three students in group B made four spelling mistakes, two punctuation mistakes, eleven grammar mistakes, two semantic mistakes and one syntactic mistake (see annexes 8.25, 8.26 and 8.27).

<b>Type of mistake</b>	<b>Group A (translation)</b>	<b>Group B (no translation)</b>
Spelling	5	4
Punctuation	3	2
Grammar	5	11
Semantic	4	2
Syntactic	1	1
<b>TOTAL</b>	<b>18</b>	<b>20</b>

*Figure 5. Chart comparing the type of mistakes made by students from group A and group B in the essay*

## 5. Discussion of the results

### 5.1 Interviews

Regarding the first issue addressed in the interview (see annex 8.21), the previous knowledge that the EFL teachers have about pedagogical translation (specific objective 1.1 of this project), results have shown that the definition teacher A gives of “pedagogical translation” is in line with the definition given by some experts quoted above (see section 2.2.1). For instance, it shares some similarities with the definition by Grellet (1991), quoted in Castro (2015, p. 14): “Pedagogical translation is a means to learn the language [...] and to explain words or structures that may be difficult for the students”.

Therefore, it can be stated that teacher A, who is the most veteran of the two interviewees and started teaching EFL back in the nineties (see section 3.2), shows much wider knowledge about this topic than teacher B, who claims not to know anything about what pedagogical translations involves. This wide knowledge about the topic from teacher A is explained because, many years ago, she used to use translation activities in class. At that time, Grammar-Translation Method was a predominant approach for teaching foreign languages.

As for the second aspect analysed in the interview (see annex 8.21), the use of translation activities that these two EFL teachers make in their classes (specific objective 1.2 of this project), results have revealed that both teachers show general preference for other kind of exercises or methods. It is true that teacher A used translation exercises from time to time in the past and that teacher B makes little use of them in the present (list of key words in L1 and L2). However, as stated before, translation exercises do not have an important role in their current EFL classes. These results coincide with the ones from the survey carried out by Gutiérrez-Colón et al. (2013, p. 80) in Tarragona, which affirm that “the majority of EFL teachers do not use translation exercises in class”.

When talking about the course book they currently use to teach EFL at secondary school, teacher A claims translation activities are inexistent in it. For her part, teacher B points out it includes some interactive exercises related to translation: lists of key words in L1 and L2 that can be hidden. These activities are similar to the first type of translation activity described above (see section 2.2.6): “Students are handed out a list of key words in their native language and related to the topic worked. Students try to find the L2 equivalents of the words written on the list” (Dagiliené, 2012, p. 126).

Regarding the third issue addressed in the interview (see annex 8.21), the opinion that the two EFL teachers have about pedagogical translation activities (specific objective 1.3 of this project), results have shown that both teachers believe their use has some benefits as well as some important drawbacks.

On the one hand, as for the benefits of pedagogical translation activities, teacher A reckons that advanced students may take advantage of them because the presence of L1 may help them understand certain grammatical structures in L2. This is in line with Schaffner's view (1998), quoted in Dagilienė (2012, p. 125), who asserts that "translation exercises improve students' understanding of how languages work" and that "translation consolidates L2 structures for active use". Moreover, this is in line with the results of the experiment carried out in this project, which reveal that students with previous notions of pedagogical translation show greater control of grammatical structures in a writing activity than students who have no notions about it (see figure 5).

On the other hand, regarding the drawbacks of pedagogical translation activities, teacher A criticises them by affirming they take a lot of time. Precisely one of the main reasons the teachers from Tarragona surveyed by Gutiérrez-Colón et al. (2013, p. 80) give for not using translation exercises is "lack of time". For her part, teacher B defines translation activities as "boring" and "old-fashioned". This can be related to Ekoç's point of view (2019, p. 346): "When the word "translation" comes to one's mind, the old-fashioned Grammar-Translation method is echoed at the same time".

Last but not least, teacher A believes translation is an activity that is not listed in the official curriculum from Departament d'Educació due to lack of evidence that it is an effective approach. That is in line with those arguments against the use of translation in language learning (see section 2.2.4).

At this point, these results must be related to research question 1 as well as general objective 1 of this project (see figure 1).

Thus, giving an answer to them, it can be asserted that not all EFL teachers from Catalonia, particularly the younger ones, really know what the term "pedagogical translation" involves. Furthermore, it should be highlighted that EFL teachers show general reluctance to use translation exercises in their current classes. Finally, it is noteworthy that they consider translation activities to be beneficial, in some way, for language learning. However, at the same time, they also believe translation exercises are old-fashioned and may be detrimental for some students.

To conclude this section, reference should be made to the main limitation found when carrying out the interviews and analysing their results.

The number of interviewees is so low (only two EFL teachers) that it is hard to extract significant results and make sweeping generalisations from them. This can cause that the results extracted from the interviews are too dependent on the individual knowledge (block 1), experience (block 2) or opinion (block 3) from these two EFL teachers.

## **5.2 Experiment**

As for the first element analysed, the number of mistakes made by students from both groups in their opinion essays (specific objective 2.1 of this project), results have shown no significant differences between group A and group B (see figure 4). Even though students in group A completed a series of pedagogical translation exercises before writing the opinion essay (see annexes 8.3 to 8.10), in terms of reducing mistakes, this has not had a big effect on their performance. It is true that they have made less mistakes in their writings (18 mistakes) than students in group B (20 mistakes). Nevertheless, as stated before, the difference of mistakes between both groups is not significant enough to assert that translation activities really boosted group A students' performance.

These results may give wings to anti-translation views, such as the one from Liao (2006), quoted in Ekoç (2017, p. 347), who states that "the best way for learners to achieve native-like control of the L2 is to think in that language rather than to translate or reprocess the target language into their mother tongue"; or the one from Malmkjaer (1998), quoted in Dagilienė (2012, p. 124), who claims that "translation is a bad test of language skills".

As for the second aspect analysed, the type of mistakes made by students from both groups in their opinion essay (specific objective 2.2 of this project), results have shown significant data regarding grammar mistakes (see figure 5). Whereas the number of spelling, punctuation, semantic and syntactic mistakes made by students from both groups in the essay is very similar, there is a significant difference between the grammar mistakes made by group A students (five mistakes) and group B students (eleven mistakes). Therefore, students in group A, who did the translation exercises before writing the essay, have made six grammar mistakes less than students in group B, a remarkable difference taking into account that the students involved in the experiment are very few.

The fact that students in group A have made less grammar mistakes in their writings than students in group B confirms the arguments put forward by Schaffner (1998), quoted in Dagilienė (2012, p. 125), which affirm that “translation exercises improve students’ understanding of how languages work” and that “translation consolidates L2 structures for active use”. This fact also corroborates Dagilienė’s view (2012, p. 125), which points out that “translation gives learners further practice in [...] grammar”, and Ekoç’s opinion (2019, p. 355) which claims that “translating into L2 is a valuable activity for learners because it can allow them to raise their awareness of [...] grammar”.

At this point, these results must be linked with research question 2 as well as general objective 2 of this project (see figure 1).

Thus, giving an answer to them, it can be stated that students with previous notions of pedagogical translation (group A students) show greater control of grammatical structures in a writing activity than students who have no notions about it (group B students).

Nevertheless, in terms of number of mistakes, the performance from both groups of students in the opinion essay is pretty similar. Therefore, it can be affirmed that the performance from students in group A was not really enhanced by the four translation activities they completed before writing the essay.

To conclude this section, reference should be made to the limitations found when carrying out this experiment and analysing its results.

In the first place, the number of participants involved in the experiment is so low (six students in total) that it is hard to extract significant results and make sweeping generalisations from it. This can cause that the results extracted from the experiment depend more on the individual talent of each student when writing than the effect translation exercises really had on their performance.

In the second place, when correcting the six writings of the experiment, the elements analysed had to be limited. Therefore, the spotlight has only been turned on the mistakes made by students (number and type). Other important elements, such as the vocabulary, the style or the structure used by students have not been addressed in this project due to extension reasons.

## 6. Conclusions

In the current study, it has become clear that pedagogical translation is a language learning approach with both supporters and critics for a very long time. Therefore, the main objective of the current study has been to give some answers to this everlasting debate.

On the one hand, to illustrate the current status of the issue in the Catalan secondary education, an interview with two EFL teachers from Escola Meritxell in Mataró (Barcelona) has been carried out.

Results have revealed that both EFL teachers show general reluctance to use translation activities in their current classes and prefer using other methods. Furthermore, they label pedagogical translation exercises “time-consuming”, “old-fashioned” and “boring”. Nevertheless, they admit that the presence of L1 in class may help advanced students understand certain grammatical structures in L2 and, therefore, be highly beneficial for them.

On the other hand, an investigation has been undertaken into whether students with previous notions of pedagogical translation may perform better in a writing activity (writing an opinion essay) than students who have no notions about it. To check it, a linguistic experiment with two groups of students (group A and group B) has been carried out.

The most significant findings from the experiment are that the group of students with previous notions of pedagogical translation (group A) have made less grammar mistakes in the writing activity than the group of students without them (group B). This demonstrates that pedagogical translation had real impact on the students’ proficiency in grammar.

To conclude, it must be highlighted that the aim of the current study is not to establish absolute truths related to pedagogical translation and the enhancement of writing skills, but to obtain a preliminary knowledge about it. As already mentioned, it is hard to draw fully significant conclusions and make sweeping generalisations from such a limited study (number of participants, extension, etc.). Thus, to make more consistent findings in this field, further research is needed.

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## 8. Annexes

### 8.1 Questions of the interview to EFL teachers

#### **INTERVIEW TO EFL TEACHERS**

##### **INTERVIEWER PRESENTATION**

My name is Pau Trascastro and I am studying the MUFPEO at UVic. Currently, I am undertaking my TFM, named “The use of pedagogical translation as a tool for enhancing writing skills in secondary education”. In order to complete it, I am asking EFL teachers their opinion about this topic. Many thanks for answering a few questions and helping me develop my investigation.

##### **INTERVIEWEE PRESENTATION**

To start with, could you please tell me your name, the school where you work and a bit about your career as an EFL teacher?

##### **BLOCK 1: KNOWLEDGE ABOUT PEDAGOGICAL TRANSLATION**

1. Do you know what the term “pedagogical translation” means or involves?
2. Can you tell the difference between pedagogical translation and professional translation?

##### **BLOCK 2: PERSONAL EXPERIENCE WITH TRANSLATION ACTIVITIES**

3. Do the books you use in class include translation activities?
4. In your EFL classes, have you ever used translation activities? If so, what kind of activities?

##### **BLOCK 3: PERSONAL OPINION ABOUT THE USE OF TRANSLATION ACTIVITIES**

5. Some linguists and researchers see translation as a useful activity that can enhance the learning of new languages. In fact, some studies refer to translation as the “fifth skill”, in addition to reading, writing, listening and speaking. Do you agree with this statement? Why?
6. In your opinion, which benefits might the use of translation activities have for students?
7. In your opinion, which drawbacks might the use of translation activities have for students?
8. Why do you think translation is an activity that is not listed in the official curriculum published by Departament d'Educació?

## 8.2 Instructions of the opinion essay about the environment

### Writing Part 1 Essay

In your English class you have been talking about ways in which individuals can help the environment. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

**There is little that individuals can do to help the environment. Do you agree?**

#### Notes

##### Write about:

- 1 pollution
- 2 household waste
- 3 ..... (your own idea)

Write your essay in 140–190 words.

Norris, R. (2020). *Ready for First B2: Student's Book* (4<sup>th</sup> ed.), p. 168. Burlington Books.

### 8.3 Translation exercise 1 as warm-up: Worksheet for students (group A)

1. Below you have a list of words in Catalan which are related to the environment (topic of the opinion essay you will write). Find the equivalents in English.

#### Verbs

abocar, llençar →

reduir el consum de →

desfer-se, fondre's →

reciclar →

reduir →

conscienciar →

animar, incentivar, motivar →

emetre →

#### Adjectives

perillós, nociu →

contaminant →

ecològic, respectuós amb el medi ambient →

#### Nouns

medi ambient →

inundació →

combustible fòssil →

consum →

efecte hivernacle →

abocador, deixalleria →

capa d'ozó →

fuita →

desgel, desglaç →

malbaratament →

gasos d'escapament →

contaminació →

amenança →

atmosfera →

residus domèstics →

residus →

contenedor →

burilla →

vessament de petroli →

escombraries →

petjada de carboni →

escalfament global →

**\* When you finish, compare and discuss results with the other students.**

*\*Self-created exercise*

## 8.4 Translation exercise 1 as warm-up: Sample answer (group A)

1. Below you have a list of words in Catalan which are related to the environment (topic of the opinion essay you will write). Find the equivalents in English.

### Verbs

abocar, llençar → **to dump**

reduir el consum de → **to cut down on**

desfer-se, fondre's → **to melt**

reciclar → **to recycle**

reduir → **to reduce**

conscienciar → **to raise awareness**

animar, incentivar, motivar → **to encourage**

emetre → **to emit**

### Adjectives

perillós, nociu → **hazardous, harmful**

contaminant → **polluting**

ecològic, respectuós amb el medi ambient → **eco-friendly**

### Nouns

medi ambient → **environment**

inundació → **flooding**

combustible fòssil → **fossil fuel**

consum → **consumption**

efecte hivernacle → **greenhouse effect**

abocador, deixalleria → **landfill**

capa d'ozó → **ozone layer**

fuita → **leak**

desgel, desglaç → **thaw**

malbaratament → **waste**

gasos d'escapament → **exhaust fumes**

contaminació → **pollution**

amenança → **threat**

atmosfera → **atmosphere**

residus domèstics → **household waste**

residus → **waste**

contenedor → **rubish bin**

burilla → **cigarette butt**

vessament de petroli → **oil spill**

escombraries → **garbage**

petjada de carboni → **carbon footprint**

escalfament global → **global warming**

\* **When you finish, compare and discuss results with the other students.**

*\*Self-created exercise*

## 8.5 Translation exercise 2 as warm-up: Worksheet for students (group A)

**2. Below you have a series of sentences that have been translated from Catalan into English. Correct the mistakes that the English sentences contain.**

### **Sentence 1**

Els gasos d'escapament representen una gran amenaça per a la capa d'ozó.

Escape fumes pose a major threat for the ozone layer.

### **Sentence 2**

En comptes de llençar els nostres residus al mar, hauríem de llençar-los al contenidor.

Instead of throw our waste in the sea, should throw them to the rubbish bin.

### **Sentence 3**

La contaminació de l'atmosfera és un fet innegable.

Air pollution it is an undeniable fact.

### **Sentence 4**

Aquests combustibles fòssils contenen substàncies nocives.

This fossil fuels contain hazardous substances.

### **Sentence 5**

La gent produeix una gran quantitat de residus domèstics.

People is producing a lot of household waste.

*\*Self-created exercise*

## 8.6 Translation exercise 2 as warm-up: Sample answer (group A)

2. Below you have a series of sentences that have been translated from Catalan into English. Correct the mistakes that the English sentences contain.

### Sentence 1

Els gasos d'escapament representen una gran amenaça per a la capa d'ozó.

Escape fumes pose a major threat ~~for~~ **to** the ozone layer.

### Sentence 2

En comptes de llençar els nostres residus al mar, hauríem de llençar-los al contenidor.

Instead of ~~throw~~ **throwing** our waste in the sea, **we** should throw them to the rubbish bin.

### Sentence 3

La contaminació de l'atmosfera és un fet innegable.

Air pollution ~~it~~ is an undeniable fact.

### Sentence 4

Aquests combustibles fòssils contenen substàncies nocives.

~~This~~ **These** fossil fuels contain hazardous substances.

### Sentence 5

La gent produeix una gran quantitat de residus domèstics.

People ~~is~~ **are** producing a lot of household waste.

*\*Self-created exercise*

## 8.7 Translation exercise 3 as warm-up: Worksheet for students (group A)

**3. Translate the following sentences.**

**From Catalan into English**

- Hem de fer un esforç per reduir la nostra petjada de carboni.
  
- Hauríem d'evitar el malbaratament de l'aigua.
  
- L'escalfament global és conseqüència del diòxid de carboni que emeten els nostres vehicles.

**From English into Catalan**

- Activists encourage us to do more to protect the environment.
  
- The government must ban cars that emit hazardous fumes.
  
- The consumption of local products reduces our carbon footprint.

*\*Self-created exercise*

## 8.8 Translation exercise 3 as warm-up: Sample answer (group A)

3. Translate the following sentences.

### From Catalan into English

- Hem de fer un esforç per reduir la nostra petjada de carboni.

**We have to make an effort to reduce our carbon footprint.**

**We must make an effort to reduce our carbon footprint.**

- Hauríem d'evitar el malbaratament de l'aigua.

**We should avoid water waste.**

- L'escalfament global és conseqüència del diòxid de carboni que emeten els nostres vehicles.

**Global warming is a consequence of the carbon dioxide that emit our vehicles.**

**Global warming is a consequence of the carbon dioxide which emit our vehicles.**

### From English into Catalan

- Activists encourage us to do more to protect the environment.

**Els activistes ens animen a fer més per protegir el medi ambient.**

- The government must ban cars that emit hazardous fumes.

**El govern ha de prohibir els cotxes que emeten gasos nocius.**

- The consumption of local products reduces our carbon footprint.

**El consum de productes locals redueix la nostra petjada de carboni.**

*\*Self-created exercise*



## 8.9 Translation exercise 4 as warm-up: Worksheet for students (group A)

### 4. Follow the instructions you have below:

1. Work in pairs. Each one of you has to translate one of these two texts into Catalan.
2. When you finish, swap your translated texts. Then, translate them into English.
3. When you finish, show each other the original texts A and B. Then, compare your translations and discuss the differences between the two English versions of each text.

#### **Text A (Student A)**

I am extremely concerned about the amount of waste we produce, as it uses up natural resources, takes up landfill space and, in the case of plastic, makes its way into our oceans. So, I follow the three Rs – reduce, reuse, recycle. Although I'm trying to generate as little garbage as possible, my ultimate aim is to lead a zero-waste lifestyle.

#### **Text B (Student B)**

Recycling is important, but I do my best to avoid disposable items in favour of reusable ones. For example, instead of paper serviettes and tissues, I only use cloth ones. Moreover, whenever I go shopping, I take several bags from home with me. If we all played our part, it all would undoubtedly have a positive effect on the environment.

*\*Self-created exercise*

## 8.10 Translation exercise 4 as warm-up: Sample answer (group A)

4. Follow the instructions you have below:

1. Work in pairs. Each one of you has to translate one of these two texts into Catalan.
2. When you finish, swap your translated texts. Then, translate them into English.
3. When you finish, show each other the original texts A and B. Then, compare your translations and discuss the differences between the two English versions of each text.

### Text A (Student A)

I am extremely concerned about the amount of waste we produce, as it uses up natural resources, takes up landfill space and, in the case of plastic, makes its way into our oceans. So, I follow the three Rs – reduce, reuse, recycle. Although I'm trying to generate as little garbage as possible, my ultimate aim is to lead a zero-waste lifestyle.

**La quantitat de residus que produïm em preocupa molt, ja que consumeix recursos naturals, els abocadors ocupen espai i, en el cas del plàstic, s'obre camí cap als oceans. Així doncs, jo segueixo les tres R: reduir, reutilitzar, reciclar. Tot i que intento generar el mínim de residus possible, el meu veritable objectiu és portar un estil de vida en què en no produeixi cap.**

### Text B (Student B)

Recycling is important, but I do my best to avoid disposable items in favour of reusable ones. For example, instead of paper serviettes and tissues, I only use cloth ones. Moreover, whenever I go shopping, I take several bags from home with me. If we all played our part, it all would undoubtedly have a positive effect on the environment.

**Reciclar és important, però faig tot el possible per evitar els articles d'un sol ús en favor d'aquells que són reutilitzables. Per exemple, en comptes de tovallons i mocadors de paper, només en faig servir de tela. A més, sempre que vaig a comprar, m'enduc diverses bosses de casa. Si tots hi poséssim de la nostra part, tot això, sens dubte, tindria un efecte positiu sobre el medi ambient.**

*\*Self-created exercise*

## 8.11 Reading exercise 1 as warm-up (group B)


### GOING GREEN

**A** Well, in my town, there are a few new incentives that have made a welcome difference. A couple of years ago, we had a go at all that. You know, having a few places where everyone could grow their own food and tried another approach. We have some special planting days when volunteers help to increase the tree population in parks. It's a lovely thing to do with the family and you feel like you're making a real difference. And rather than hopping on the bus, there are all these bike paths now, so it feels much safer. The good thing is that it's not only environmentally friendly, but it's also good for your own fitness. I'd love to be able to do it, but I actually work from home so it's a bit tricky.

**B** I'm actually a town planner and what they've done in my local area is incredible. It's not been quick enough in areas in the centre, so I hope they'll look into this in the future. However, what we have done is manage to promote eco-friendly construction. The heating and design are modern and very effective. In addition, it's all locally sourced, so that's got to be good for the economy. We've managed to decrease the amount of water used in the town as a whole, which we're rather proud of. It's something like 20% down and we've raised awareness of the fact that we shouldn't waste water. There has been considerable investment in buses and trains as well, which has paid off. The key message is that we should be considerate and work towards the greater good of the community.

**C** I'm only aware of what people tell me or what's been reported in the local paper. If I didn't read that, I wouldn't have a clue. Anyway, I read somewhere that we're running entirely on green power. I think that's something to brag about. But smog remains a problem. If they put to use a driving scheme, whereby some people could only drive on certain days, that would be a big improvement. In my opinion, they're scared of doing that because it wouldn't be popular with the public. The clear skies and fresh air would make it worthwhile, though. I try to cycle to work and do my bit. I have to go on the main road with the traffic though, so it puts me off. My friend told me about a new scheme where you grow your own food on public land and all the local people help out. I think I'd prefer that to going to the supermarket!

**D** The message here is very clear. It's all about not depending on outside help, for example, by growing your own vegetables. Fewer people here are reliant on supermarkets. This is an old market town, so we're not likely to get fancy new buildings with all the modern energy-saving stuff very soon. It would spoil the look of the place, to be honest. But they recently introduced a system that means only certain number plates can be in the centre on one particular day. It was criticised initially, but now people are starting to see the benefits of less traffic. When you're walking through the park in the centre, it's just more peaceful and you feel like you could actually be in the middle of the countryside. Alongside this, there has been an initiative for people to get fit on their way to work, like buying a bike at a reduced cost to cycle there and back. It's really worth it.



### Reading and Use of English Part 7 Multiple matching

**1** You are going to read an article in which four people talk about projects to make their different towns more eco-friendly. For questions 1–10, choose from the options (A–D). The people may be chosen more than once.

**Which town ...**

has a tree-planting scheme?	1 <input style="width: 30px; height: 15px;" type="text"/>
has seen a reduction in water usage?	2 <input style="width: 30px; height: 15px;" type="text"/>
has increased its number of cycle lanes?	3 <input style="width: 30px; height: 15px;" type="text"/>
has put the price of bikes down?	4 <input style="width: 30px; height: 15px;" type="text"/>
has encouraged self-sufficiency at home?	5 <input style="width: 30px; height: 15px;" type="text"/>
has introduced town gardens for growing produce?	6 <input style="width: 30px; height: 15px;" type="text"/>
has encouraged energy-efficient buildings?	7 <input style="width: 30px; height: 15px;" type="text"/>
has limited the number of cars going into the city centre?	8 <input style="width: 30px; height: 15px;" type="text"/>
has put a lot of money into public transport?	9 <input style="width: 30px; height: 15px;" type="text"/>
has managed to generate 100% renewable energy?	10 <input style="width: 30px; height: 15px;" type="text"/>

Norris, R. (2020). *Ready for First B2: Workbook* (4<sup>th</sup> ed.), pp. 84-85. Burlington Books.



## 8.12 Reading exercise 2 as warm-up (group B)

3 Six sentences have been removed from the text. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.

# OCEANS OF GARBAGE

The North Pacific Subtropical gyre is an area of twenty million square kilometres in the Pacific Ocean, in which a combination of four currents moves the water slowly round in a clockwise direction. The circular motion of the gyre pulls large quantities of marine debris, including plastics and other rubbish, into the centre, where it becomes trapped and builds up over time. This gyre is sometimes called the Trash Vortex or the Pacific Garbage Patch. Some plastics here will not break down in the lifetimes of the grandchildren of the people who threw them away.

More than 300 million tonnes of plastic are produced each year, and 8 million tonnes of this end up in the sea. If you look around on any beach anywhere in the world, you will invariably find an assortment of disposable plastic items such as shopping bags, food wrappers, bottles and bottle caps, drinking straws, lighters and pieces of fishing net. **1**

These larger objects are the visible signs of a much larger problem. They do not degrade like natural materials. **2**

A single one-litre bottle could separate into enough tiny pieces to put one on every mile of beach in the entire world. **3**

Unfortunately, however, many items are mistaken for food and swallowed by seabirds and other ocean-going creatures. A turtle found dead on one Pacific island had several hundred pieces of plastic in its stomach and intestines. It has been estimated that plastic kills over a million seabirds and one hundred thousand marine mammals and sea turtles each year. **4**

Absorbed by fish and shellfish, they quickly work their way up to the very top of the food chain. You may not be able to see the tiny fragments hanging in the water, but they are there, nonetheless, and they may one day end up on your plate. **5**

Ocean garbage patches, it seems, are just the tip of the iceberg and the vast majority of discarded plastic is broken down and sinks to the bottom. Here it is swept along by powerful currents and deposited in high concentrations in so-called microplastic hotspots. Researchers recently found as many as 1.9 million pieces of microplastic covering just one square metre of the ocean floor. **6**

The issue of plastic waste is one that needs to be urgently addressed. Obviously though, there is a need to make those who earn a living from the sea, such as ship owners and fishing boat operators, more aware of the consequences of irresponsible disposal of plastic items. With so many threats to the world oceans, including pollution, overfishing and climate change, we urgently need to rescue marine biodiversity in the most effective way possible.



A At sea and on shore, under the influence of sunlight and the action of waves, they simply break down slowly into increasingly smaller particles.  
B We can all contribute by avoiding plastics in the things we buy and by disposing of our waste responsibly.  
C Microscopic particles of plastic, known as microplastics, are consumed by humans, too.  
D But this is not the only threat to marine life.  
E They have been casually thrown away on land and at sea and carried ashore by wind and tide.  
F Of course, not all plastic floats.  
G This perhaps wouldn't be too much of a problem if the plastic had no harmful effects.

Norris, R. (2020). *Ready for First B2: Student's Book* (4<sup>th</sup> ed.), p. 167. Burlington Books.

### 8.13 Speaking exercise as warm-up (group B)

**Speaking Part 3 Collaborative task**

Before you do the following Speaking Part 3 task, do the exercise in the Useful language box below.

- SPEAK** Imagine that you belong to an environmental group and you want to inform people of the environmental issues below. Talk with your partner about what ordinary people can do to help solve these issues.
- Now decide which two issues ordinary people can do most to help solve.

**Household rubbish**

*recyclable materials*

\_\_\_\_\_

\_\_\_\_\_

**Dirty streets**

*dog mess*

\_\_\_\_\_

\_\_\_\_\_

**What can ordinary people do to help solve these issues?**

**Traffic pollution**

*carbon monoxide*

\_\_\_\_\_

\_\_\_\_\_

**Climate change**

*rising sea levels*

\_\_\_\_\_

\_\_\_\_\_

**River and sea pollution**

*toxic effluent*

\_\_\_\_\_

\_\_\_\_\_

**Useful language**

One vocabulary item has been given for each of the five issues above. Add two more of the following items to each issue.

<i>oil slick</i>	<i>dumping waste</i>
<i>bottle bank</i>	<i>global warming</i>
<i>electric cars</i>	<i>dropping litter</i>
<i>cigarette butts</i>	<i>organic food waste</i>
<i>exhaust fumes</i>	<i>greenhouse effect</i>

Norris, R. (2020). *Ready for First B2: Student's Book* (4<sup>th</sup> ed.), p. 166. Burlington Books.



## 8.14 Grammar exercise as warm-up (group B)

### Conditionals

1 Complete each gap with a word from the box. You can use each word only once. There is an example at the beginning (0).

didn't had long might provided take will clean won't wouldn't

#### GREEN INCENTIVES

Everyone knows that we can do our bit to recycle. But the problem is people don't. I live in a house with friends and if I (0) didn't tell them to recycle the rubbish, they probably (1) \_\_\_\_\_. But companies are catching on and there are now more incentives for consumers.

If you go to the majority of supermarkets, you (2) \_\_\_\_\_ get free plastic bags; you have to pay for them. And some shops will give you a £5 voucher if you (3) \_\_\_\_\_ unwanted clothes to charity shops. Then, there are the big high street coffee shops that have started to give you a discounted coffee as (4) \_\_\_\_\_ as you use your own recycled cups.

But more should be done. How can people be incentivised? It actually doesn't take much. If you (5) \_\_\_\_\_ a business and gave your staff even an hour off if they beat their recycling target, this (6) \_\_\_\_\_ work. Another idea would be for shops to give some money back to the consumer (7) \_\_\_\_\_ they brought back their glass bottles.

It's really quite simple: if we have more ideas like this, we (8) \_\_\_\_\_ up the planet.

Norris, R. (2020). *Ready for First B2: Workbook* (4<sup>th</sup> ed.), p. 86. Burlington Books.

## 8.15 Opinion essay written by hand from student 1 in group A

### ESSAY ENVIRONMENT

Without doubts, the environment is in danger and all the people can take action to avoid it. Even small things that individuals ~~can~~ do can make the difference.

First of all, people can try to reduce pollution by using public transports or by producing less energy. Exhaust fumes of cars ~~are~~ <sup>are</sup> a big threat to the atmosphere of our planet, so this is one way that individuals can make a contribution for helping the environment.

Secondly, we should try recycle at home to cut down on household waste. For instance, if everybody bring his old bottles to a bottle bank instead of dumping them, there would be less waste in the nature.

Finally, individuals also ~~can~~ <sup>need</sup> to work together as if they were a team. We should encourage ~~the~~ <sup>the</sup> others to recycle more and save energy and teach in our schools the importance of taking care of our planet.

In conclusion, I totally disagree with this statement and I think that people can make the difference. If everybody help a little bit the result will be very positive.

177 WORDS!



## 8.16 Opinion essay written by hand from student 2 in group A

OPINION ESSAY: THERE IS A LITTLE THAT INDIVIDUALS CAN DO TO HELP THE ENVIRONMENT. DO YOU AGREE?

Nowadays people seem to believe that the future of Earth planet is clearly threatened. However, individuals can still make actions to save it.

First of all, global warming is a direct consequence of air pollution. Our vehicles emit ~~emite~~ scope jumes to the atmosphere and pollute it. Therefore one solution to this problem is to start using electric vehicles, which are eco-friendly and do not generate carbon dioxide.

In the second place, household waste also is a problem we should be concerned about. One step that individuals can make to reduce it is saying no to water in plastic bottles. If people start using reusable glass bottles we will, for sure, produce less household waste.

Finally, it is crucial to print as less documents as ~~less~~ possible. By printing paper individuals are collaborating with the destruction of forests, which are the biggest source of oxygen that we have.

To conclude, I could not agree more with this sentence. Individuals must know that their gestures are key for the future of the planet. Using electric vehicles, using reusable bottles and not printing documents just are three things that people can make in favor of the environment.



## 8.17 Opinion essay written by hand from student 3 in group A

### Essay

Each person can do useful actions to help the environment. Our planet is in danger and we must be very responsible.

To start with, to reduce pollution is an important action. Our cars emit exhaust fumes that are hazardous and that are a threat to the ozone layer. So I believe we should use public transport to avoid the greenhouse effect and the global warming.

In second place, we generate too much household waste, especially plastics. One useful thing that we can do is to encourage the people to use tute bags. When you go shopping, you can use tute bags many times because they're reusable.

Thirdly, water waste is a problem for the environment too. When we take the shower, when we wash the dishes and ~~when~~ when we give water to our plants, we are using too much water. Then, we should be careful about it and reduce the consumption of water.

In conclusion, I agree with that there is little that individuals can do to help the environment because we can reduce exhaust fumes, household waste and the consumption of water.

## 8.18 Opinion essay written by hand from student 1 in group B

OPINION ESSAY: There is a little that individuals can do to help the environment. Do you agree?

Nowadays, many people seem to believe that climate change is already something that has no turning back, but in my opinion there are clearly many small tasks that human can do. For example, people can recycle all the garbage they produce to prevent that garbage from ending up in natural spaces.

To begin with, we can start talking about pollution. Contamination is something, in my opinion, very easy to reverse. We could start with manufacturing the maximum possible number of electric vehicles and lowering their prices, to ensure that more people buy them. In addition, as is already being done in some cities, the most polluting and oldest vehicles shouldn't be able to enter certain places where pollution tends to be greater.

Secondly, household waste should no longer be an environmental problem. People should already know the importance of recycling them. We can start by knowing that recycled materials are of lower quality than non-recycled ones.

Finally, I believe that educating the new generations is very important since they are the ones who are going to take care of the planet in a near future. Another way to help could be to avoid products that emit gases to the ozone layer, to prevent the hole from getting bigger.

In conclusion, there are still little things that people can continue doing for helping the environment.



## 8.19 Opinion essay written by hand from student 2 in group B

Is it true that people do little to help the environment?

Nowadays a lot of people seem to be starting to think more about the environment. It is generally agreed that nowadays the climate change is starting to being stopped, but is it enough?<sup>55</sup>

On the one hand, it's true that a lot of people is starting helping to stop the climate change, and many more improvements are already beginning to be seen. Many more people are starting to recycle,<sup>73</sup> and that is helping to the environment to be more clear.<sup>83</sup>

On the other hand, there are some drawbacks, too. Although there are people who are trying to stop climate change, there are other people who not, because of them, pollution is increasing and that can be quite damaging to the world and different ecosystems.<sup>127</sup>

To sum up with, many cars are damaging our environment because they emit CO<sub>2</sub>, but now, electric cars are becoming known. These cars don't emit any toxic gas or harm our planet. And more people are starting to buying them, because they are more efficient and they don't help climate change.

In conclusion, more people is starting to care more about ~~the~~ climate change and they're doing things to stop it. Even if it's little what they do, it's enough if all the people do it.



## 8.20 Opinion essay written by hand from student 3 in group B

### ESSAY

Nowadays many people seem to believe that there are not a lot of ways for helping the environment. However, is it always true?

To begin with, you can reduce the pollution that you produce by using public transport, you can turn off the lights when not in use and you can use the 3R that are recycle, reuse and reduce.

Secondly, for reduce your household waste you can also apply the 3R but there are more things that you can do like, use the compost bin, you can buy second-hand items and donate used goods.

Finally, I think that you can help the environment by many ways and it's very important to do them because we have only one planet and "there is not planet B", like Einstein said.

## 8.21 Comparative charts containing the transcribed answers of the interviews

INTERVIEWEE	BLOCK 1: KNOWLEDGE ABOUT PEDAGOGICAL TRANSLATION	
Teacher's name (school)	1. Do you know what the term "pedagogical translation" means or involves?	2. Can you tell the difference between pedagogical translation and professional translation?
Teacher A (Escola Meritxell)	In my opinion, it is to use the student's native language to understand certain concepts that may seem hard for them in a foreign language.	If I'm not wrong, professional translation is done when a person expertised in the field translates a document for somebody else.
Teacher B (Escola Meritxell)	No, I don't.	I am sorry, I don't know the difference between pedagogical translation and professional translation.

BLOCK 2: PERSONAL EXPERIENCE WITH TRANSLATION ACTIVITIES	
3. Do the books you use in class include translation activities?	4. In your EFL classes, have you ever used translation activities? If so, what kind of activities?
No, none of them.	Many years ago, I used to do it from time to time but I realized it didn't help students that much.
Yes, they do. There are always two exercises about translation in each unit. This is the format of these interactive exercises: After reading a text, students are given a list of vocabulary from the text in English jointly with their translation in Catalan. To practice, students can hide either the Catalan or the English version of the words.	Yes, I have used some but I'm not a fan of them. I prefer using other methods.

<b>BLOCK 3: PERSONAL OPINION ABOUT THE USE OF TRANSLATION ACTIVITIES</b>			
<b>5. Some linguists and researchers see translation as a useful activity [...] Do you agree with this statement? Why?</b>	<b>6. In your opinion, which benefits might the use of translation activities have for students?</b>	<b>7. In your opinion, which drawbacks might the use of translation activities have for students?</b>	<b>8. Why do you think translation is an activity that is not listed in the official curriculum published by Departament d'Educació?</b>
To be honest, I don't see it very clear. Some students, usually weak ones, spend most of their time translating every single word and I don't think they take a good advantage from that. For advanced students, it may work if they are fast.	It may help them understand certain grammatical structures that may be more difficult to understand as we don't have the correspondent one in Catalan.	As I said before, students who may have big difficulties when learning English, lose much time translating words or even sentences as they have the need of translating everything.	It may be because it is not proven it may help English learners in an effective way.
I don't really know if it should be considered the 5 <sup>th</sup> skill but it's well-known that translation can enhance the learning of a foreign language (such as vocabulary, grammar, specific oral structures...) as a useful language learning tool in addition to the other four.	Beginner students feel more confident of having the translation of the unit vocabulary into their native language and need it before the word is taken in knowledge.	It can maybe be considered a boring or old-fashioned activity.	Because translation is already involved in the other 4 skills. It might be listed in the future as the fifth skill, we will see.

8.22 Chart containing the mistakes found in the essay from student 1 in group A

Number of mistake	Mistake (line)	Correction	Type of mistake
1	Without <b>doubts</b> , the environment is in danger... (line 1)	Without <b>doubt</b> , the environment is in danger...	Semantic
2	<b>diference</b> (line 3)	<b>difference</b>	Spelling
3	Exhaust fumes <b>of</b> cars are... (line 5)	Exhaust fumes <b>from</b> cars are... (line 5)	Grammar
4	Secondly, we should try <b>recycle</b> at home... (line 8)	Secondly, we should try <b>to recycle</b> at home...	Grammar
5	For instance, if everybody <b>bring</b> his old bottles... (line 9)	For instance, if everybody <b>brings</b> his old bottles...	Grammar
6	[...] if everybody <b>help</b> a little bit... (line 16)	[...] if everybody <b>helps</b> a little bit...	Grammar

8.23 Chart containing the mistakes found in the essay from student 2 in group A

Number of mistake	Mistake (line)	Correction	Type of mistake
1	<b>scape</b> fumes (line 5)	<b>exhaust</b> fumes	Semantic
2	<b>Therefore</b> one solution... (line 6)	<b>Therefore,</b> one solution...	Punctuation
3	carbon <b>dyoxide</b> (line 8)	carbon <b>dioxide</b>	Spelling
4	[...] household waste <b>also is</b> a problem... (line 9)	[...] household waste <b>is also</b> a problem...	Syntactic
5	[...] print as less document <b>ass</b> possible. (line 14)	[...] print as less document <b>as</b> possible.	Spelling



8.24 Chart containing the mistakes found in the essay from student 3 in group A

Number of mistake	Mistake (line)	Correction	Type of mistake
1	<b>threath</b> (line 4)	<b>threat</b>	Spelling
2	<b>So</b> I believe... (line 5)	<b>So,</b> I believe...	Punctuation
3	<b>In second place,</b> we generate... (line 7)	<b>In the second place,</b> we generate...	Semantic
4	<b>tute</b> bags (line 9)	<b>tote</b> bags	Spelling
5	[...] is a problem for the environment <b>too</b> (line 11)	[...] is a problem for the environment, <b>too</b>	Punctuation
6	When we take <b>the</b> shower... (line 11)	When we take <b>a</b> shower...	Grammar
7	[...] when we <b>give water to</b> our plants... (line 12)	[...] when we <b>water</b> our plants...	Semantic

**8.25 Chart containing the mistakes found in the essay from student 1 in group B**

<b>Number of mistake</b>	<b>Mistake (line)</b>	<b>Correction</b>	<b>Type of mistake</b>
1	There are clearly many small tasks that <b>human</b> can do (line 4).	There are clearly many small tasks that <b>humans</b> / <b>human beings</b> can do.	Semantic
2	We can start <b>with</b> manufacturing... (line 9)	We can start <b>by</b> manufacturing...	Grammar
3	The maximum <b>possible number</b> of... (line 9)	The maximum <b>number possible</b> of...	Syntactic
4	<b>higger</b> (line 23)	<b>higher</b>	Spelling

8.26 Chart containing the mistakes found in the essay from student 2 in group B

Number of mistake	Mistake (line)	Correction	Type of mistake
1	[...] climate change is <b>starting to being stopped</b> ... (line 3)	[...] climate change is <b>being stopped</b> ...	Grammar
2	[...] a lot of people <b>is</b> starting... (line 5)	[...] a lot of people <b>are</b> starting...	Grammar
3	[...] is starting <b>helping to stop</b> the climate change... (line 6)	is starting <b>to help stop</b> the climate change...	Grammar
4	[...] is helping <b>to</b> the environment to be... (line 8)	[...] is helping the environment to be...	Grammar
5	<b>more clear</b> (line 9)	<b>clearer</b>	Grammar
6	[...] there are other people who <b>not</b> ... (line 12)	[...] there are other people who <b>do not</b> ...	Grammar
7	<b>, because of them,</b> pollution... (line 12)	<b>. Because of them,</b> pollution...	Punctuation
8	To sum up <b>with,</b> ... (line 15)	To sum up, ...	Semantic
9	<b>efficient</b> (line 19)	<b>efficient</b>	Spelling
10	In conclusion, more people <b>is</b> starting... (line 20)	In conclusion, more people <b>are</b> starting...	Grammar

8.27 Chart containing the mistakes found in the essay from student 3 in group B

Number of mistake	Mistake (line)	Correction	Type of mistake
1	[...] there are not many ways <b>for helping</b> the environment. (line 2)	[...] there are not many ways <b>to help</b> the environment.	Grammar
2	<b>pullution</b> (line 4)	<b>pollution</b>	Spelling
3	[...] you can use the <b>3R...</b> (line 7)	[...] you can use the <b>3R's...</b>	Spelling
4	[...] you can use the 3R's <b>which</b> are... (line 7)	[...] you can use the 3R's, <b>which</b> are...	Punctuation
5	Secondly, for <b>reduce</b> your household waste... (line 9)	Secondly, for <b>reducing</b> your household waste...	Grammar
6	[...] you can help the environment <b>by</b> many ways... (line 15)	[...] you can help the environment <b>in</b> many ways...	Grammar