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Master's Dissertation/
Trabajo Fin de Máster

TRANSLATION IN FOREIGN LANGUAGE TEACHING: A NEW PERSPECTIVE

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ABSTRACT AND KEY WORDS

Over the years, translation has undergone strong stages of discredit due to its association with the Grammar-Translation Method. Likewise, translation has been usually regarded as a professional activity focussed on the product rather than as a process that employs it as a means to an end, namely communication. In this sense, translation has been considered as the type of procedure that is employed for professional goals; thus, it clearly differs from the task intended to be implemented within the second language classroom.

However, this interpretation obliterates and overlooks the myriad of benefits that this task may provide learners with. Following this, the present Master's Dissertation aims at underscoring the main dissimilarities between professional and pedagogical translation and reassessing the role of the latter within the language teaching arena by canvassing its close relationship with culture and positive transfer.

KEY WORDS: professional translation, pedagogical translation, language teaching, culture, positive transfer.

RESUMEN

Durante muchos años, la traducción ha experimentado grandes períodos de rechazo debido a que su uso se ha asociado con el *Grammar-Translation Method*. Asimismo, la traducción ha sido considerada como una actividad profesional centrada en la elaboración de un producto final en lugar de como un proceso en el que se utiliza como un medio para un fin determinado, la comunicación. Así pues, la traducción es vista como una actividad que tiene fines profesionales y, por tanto, difiere totalmente de la tarea que se pretende utilizar en la enseñanza de un segundo idioma.

Sin embargo, esta interpretación pasa por alto los innumerables beneficios que esta tarea ofrece a los estudiantes. En este sentido, el objetivo de este Trabajo Fin de Máster es mostrar las principales diferencias que existen entre la traducción profesional y pedagógica, así como reevaluar el papel de la última en el ámbito de la enseñanza de lenguas mostrando su estrecha relación con los aspectos culturales y la transferencia positiva.

PALABRAS CLAVE: traducción profesional, traducción pedagógica, enseñanza de lenguas, cultura, transferencia positiva.

1. INTRODUCTION

1.1. Preliminary remarks

Translation constitutes an activity that has been immersed in strong stages of discredit due to the major influence of the Grammar-Translation Method on foreign language teaching. However, the application of translation within the Grammar-Translation Method and all its subsequent approaches offers but a footnote of all the various forms in which translation can be exploited within the educational context.

A common misconception found in the educational context is the association of translation with a professional activity. Thus, it is worth highlighting that the type of translation implemented within the language classroom, which is called pedagogical translation, has little or even nothing to do with professional translation.

In this respect, it may be stated that pedagogical translation is the type of activity whereby this procedure is used so as to help learners improve both their linguistic and non-linguistic knowledge related to the language and, as a result, it is not focussed on the conception of a perfectly polished text.

On the contrary, translation within the classroom would be based on the development of critical and reflective skills which, at any rate, would result in the enhancement of the second language that is been taught and, consequently, would not be oriented to the use of translation as a final product but as a means to an end. Thus, its objective would be entirely didactic.

On a different note, translation has been disregarded on the assumption that good teaching cannot let room for the introduction of the mother tongue, considering it as damaging for the learning of the foreign language. What is arguable, however, is that this assumption overlooks the positive influence that the mother tongue brings in terms of language learning.

Undeniably, when transmitting meanings from one language into another, transfer is to appear. In this respect, what should remain clear is that this process of transferring should not be automatically associated with negative transfer, also known as interference, but it should comprise the type of transfer whereby the learning of the second language is facilitated, or in other words, it should take account of the positive transfer that also influences that learning.

To conclude, we consider it necessary to give a definition of the concepts of L1 and the L2 in this research since they shall be referred to very frequently along this study: in this sense, the first one (L1) would refer to the mother tongue of the speaker whereas the second one (L2) would be related to the second or foreign language, in this case, English.

1.2. Objectives

In general terms, we may state that the aim of this project is to analyse some of the main works existing so far about pedagogical translation as well as to take apart different translation activities so as to showcase its benefits by delving into its strong and weak points.

In this sense, taking as a point of reference my previous investigation carried out in 2015 and named *The Role of Translation in Foreign Language Learning and Teaching*, the diverse goals of the present research project may be classified as follows:

- To explain the existing differences between professional and pedagogical translation so as to understand the benefits that the latter may provide learners with;
- To provide a renewed image of this procedure;
- To showcase the existence of positive transfer as well as the essential role that it plays in the process of foreign language learning;
- And to analyse and propose different activities where translation plays a major role.

To fulfill this purpose, this research is based on the literature review of different works dealing with this issue.

1.3. Type of research

In line with the above, the methodology followed along this study is based on the literature review of different works dealing with pedagogical translation and all its benefits in terms of the second language classroom, together with the analysis of various translation activities to be implemented within the foreign language classroom.

Following this, we may define the present investigation as practical research, since it is centered on the classroom and the teaching materials. Likewise, it also constitutes primary, synthetic and deductive research as it gives an overview of the current role of pedagogical translation and the different ways to use it in the teaching arena.

Furthermore, it tries to verify the usefulness of this type of translation in language teaching by analysing the published views expressed by the specialists over the years, together with some activities in which this procedure is employed as a means to enhance the foreign language. Hence, it constitutes cross-sectional research for it analyses the different views and activities at a particular point in time rather than in a prolonged period in time.

Finally, according to the data and the method of analysis, this research should be regarded as qualitative, interpretative, soft and quasi-experimental research, as it is not focussed on empirical data collection but in the review of the theory related to this issue in a holistic and subjective way.

1.4. Intended contribution

As previously stated, translation has been rejected for long periods of time on the basis of its detrimental effects for the learning of a new language. Nevertheless, this investigation, developed as a continuation of a previous one on the same field, is devoted to illustrating the lack of validity of these assumptions.

In this respect, this research project is expected to help not only teachers, students and even materials writers, in that it comprises an analysis and a recommendation of useful activities and strategies to implement this procedure in the second language classroom, but also other researchers interested in this scope of language learning and pedagogy.

Likewise, it has also constituted a priceless resource for the researcher since it has revealed extremely useful information and insights in terms of translation and the different methodologies and approaches applied in the second language classroom.

1.5. Structure of this research project

In this section, the organization of this research project shall be presented. Thus, as for the structure, this Master's Dissertation shall be divided into different sections which are organised as follows:

- Throughout this first section, namely the introduction, the main ideas of the research have been summarised thus including its various objectives together with its justification. Apart from that, we may also find within it the different perspectives and inquiry procedures followed throughout this research project, which are underscored and expounded on in detail;

- The second section is focussed on the literature review, where different subsections deal with the dissimilarities between professional and pedagogical translation and the role of the latter within the second language classroom;
- The next section, which would constitute the practical application of the theoretical framework previously presented, unravels the analysis of different translation materials reviewed in the research together with different proposals of translation activities;
- Furthermore, the fourth section includes the discussion, which showcases the results of the research and the pedagogical implications, including the different limitations of this study and followed by some recommendations for further research and the conclusion;
- And to conclude, the last two sections comprise respectively the list of the references that have been employed for carrying out this research and the appendix where the different activities materials are included.

2. THEORETICAL FRAMEWORK

In order to achieve the aforementioned objectives, the present chapter, together with the different subsections in which it is divided, shall be devoted to the literature review of various relevant works and investigations developed regarding translation as a pedagogical activity.

2.1. Professional and pedagogical translation

For many years, translation within the classroom has been associated with the type of activity which focuses on a final product and the emotions that it evokes from the target readers. Although this undoubtedly constitutes a translation process, we consider it essential to highlight that this type of translation is not the type of activity expected to work with in the second language classroom.

This process based on the creation of a perfectly polished text which maintains the nuances of the source text so as to provoke the same feelings in the recipients is what is known as professional translation. Needless to say, it greatly differs from the type of

translation activity that is expected to find its place in the second language teaching arena, namely, pedagogical translation.

For obvious reasons the so-called type of translation is named in this way for its links to the language classroom and, therefore, its connection with teaching pedagogy.

In general terms, this type of translation is the one that appears within the second language classroom and, based on De Arriba (1996), it has a didactic goal oriented to a limited audience comprising teachers and learners. Hence, it has very particular characteristics which differentiate it greatly from professional translation. In short, we may claim that the rationale of the type of translation that takes place in language teaching is entirely pedagogical.

Likewise, contrary to professional translation, pedagogical translation is centred on the acquisition and perfectioning of the foreign language and, more specifically, on the comprehension and use of grammatical structures (De Arriba, 1996). Therefore, whereas the latter is focussed on making learners comprehend, the former is based on making readers or hearers, who are the recipients of the text, understand it.

In this sense, following De Arriba (1996: 278) we may state that the main objectives of pedagogical translation are:

- To motivate the students for they would feel confident when using their L1; as a result, translation and the implementation of the L1 could be regarded as an unblocking tool;
- To enhance the communicative production in the L2 due to the impossibility of the learners of leaving the L1 aside. Consequently, using the L1 should be seen as a means to master the L2.
- To improve the L1 since translation offers students the possibility of reflecting upon their language in terms of grammar, vocabulary, fixed expressions and idioms.
- To enhance both reading and writing comprehension and enlarge the amount of linguistic and lexical knowledge in the target language.
- To provide learners with mechanisms to compare linguistic systems and, as a result, to control interferences between languages.

2.1.1. Main differences between pedagogical translation and professional translation

In the previous section we have struggled to present and define the concept of pedagogical translation which, at all costs, is the type of activity intended to be implemented in language teaching and, therefore, in the second language classroom.

As we have seen, it has its own specific and distinctive features and, consequently, it cannot be confused with professional translation. In this sense, the following table tries to provide the main characteristics of pedagogical translation in comparison with its counterpart professional translation. Thus, the main differences between these two types of translation are as follows:

	Pedagogical Translation	Professional Translation
Objectives	It is a means to learn the language, to control comprehension and to explain words or structures that may be difficult to understand	It is an end in itself, since its purpose is that of transmitting a message which should be understood by its audience
Situation of communication	Translation takes place for the teacher. Therefore, it is possible to translate a produced text, “neutralised”, without a context	Translation only takes place when the parameters of the situation are known: where should the text appear? For which type of readers is it intended?
Nature of the translated text	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
Direction of translation	Version or theme	It only occurs in the direction language 2  language 1

Table 1. Pedagogical vs professional translation. (Grellet 1991: 13, in De Arriba, 1996: 276. My own translation)

Although sharing the same point of reference, namely the transmission of ideas from one language into another, these types of translation differ greatly in the various elements that shape the process of translating:

- In terms of recipients, pedagogical translation is oriented to the language teaching atmosphere, thus including teachers and learners. Recipients in professional translation, in turn, are readers or hearers who are interested in the text itself.
- In terms of the sender, learners are the producers of the translation, who use it as a means to improve the foreign language. On the contrary, professional translators, with several years of training in the translation scope, are the individuals in charge of a professional translation.
- In terms of the process, professional translation is focussed on maintaining every single nuance included in the source text so as to provoke the same reaction in the recipients. However, in pedagogical translation learners are immersed in a process of reflection and understanding of the language.
- Finally, in terms of the product, it goes without saying that the translation implemented in the second language classroom is devoted to helping learners master the language and, therefore, it is not centred on the final product but on the use of translation as a means to an end.

2.1.2. The profession of translating

As stated by Santaemilia and Maruenda (2015: 169), translation may be considered as one of the oldest professions, although it is still struggling to find its recognition within the professional scope.

What cannot be denied is that, more and more often, this discipline is gaining ground and the inquiry into translation studies can play a pivotal role in terms of language learning. In this sense, it is worth noting that, following Santaemilia and Maruenda (2015: 169), this academic or professional activity is not limited to the replacement of linguistic elements from one language into another, but it entails a wide and more comprehensive process based on an act of communication comprising not only different recipients, texts and senders, but also cultures, thoughts, meanings and conceptions of the world.

In this sense, within the professional environment of translation, we may distinguish a variety of translation and interpreting fields, namely, literary translation, technical translation,

economic translation, medical translation and legal translation. This clearly underlines the necessity of thoroughly training those who want to work as professional translators and it also shows how different professional translation is from the type of task wished in the foreign language classroom.

What needs to be highlighted, however, is that following Venuti (2004), all translation is labeled as acceptable when it can be read fluently and sounding natural in the target language, with total absence of linguistic or stylistic peculiarities; in other words, when it is transparent. To put it short, any translation is considered a good translation when it does not appear to be a translation but an original text. Hence, its viability largely depends on “its relationships to the cultural and social conditions under which it is produced and read” (Venuti, 2004: 18) and its aim is that of bringing back a different culture as the recognizable and familiar.

Translation, therefore, constitutes a practice which requires reflection and research and, nowadays, it takes place almost every day in almost every context all over the world. Furthermore, although it is still a young discipline, it is worth noting that the importance of this activity is growing considerably (Santaemilia and Maruenda, 2015: 174).

In this sense, it must be highlighted that, these days, research on text analysis and translation is becoming really important for it deals with such diverse aspects as culture, pragmatics, comparison, reflection, humour, dialects or registers, to name but a few.

In light of the above, it goes without saying that research on the field of translation appears to be gaining ground by presenting it as a flourishing discipline; consequently, this shall undeniably bring a wide of benefits for the application of this activity within the second language classroom. Thereupon, the following section shall be devoted to presenting the key features related to the different lines of research that exist in the translation sphere.

2.1.3. Lines of research within the arena of translation

As we have already mentioned, research on translation gives the possibility to explore languages, history and social practice. In this sense, it is not limited to the linguistic characteristics of a language but it rather focuses on the conjunction of all the elements whereby languages are created and uttered.

In light of the above, research on this field goes beyond analysis of linguistic features and tries to cover other areas of language. In this regard, we shall present below the taxonomy proposed by Santaemilia and Maruenda (2015), which showcases the different varieties of translation lines of research, namely translation as knowledge; translation as textual, linguistic or cultural activity; translation and new technologies; and professional translation, respectively.

For the sake of clarity, we shall briefly reference the first two types since our object of study is translation as a profession. However, since new technologies have played a pivotal role in translation and its development, we shall also discuss them in further detail.

In terms of translation as knowledge, the study of its history has shed light on the variation of translations throughout the years and other relevant aspects such as the context, the society and the culture surrounding the texts.

As for translation as a textual, linguistic or cultural activity it is important to say that translation gives us the opportunity to compare how problems are solved when translating from one language into another and to evaluate them. Within this type of research it is worth highlighting what is known as genre translation, or in other words, the translation of different genres –poetry, narrative, drama and fiction, which is important for it is related to identity recognition and cultural transmission (Santaemilia and Maruenda, 2015: 177).

Regarding translation as a profession, the concepts of equivalence and fidelity are of utmost importance since the product is expected to provoke the same feelings in the recipients as the original text.

In this respect, a special note should be made to the concept of equivalence. As De Arriba (1996) defines it, it should be considered as the passage from one language to another and, consequently, from one culture to another. In this sense, this process aims at producing an effect in the target reader similar to which the source reader experienced by transferring not only the contents and cultural nuances, but also the form of the text (De Arriba, 1996: 273). That being said, translation as a profession is entirely focussed on creating a final product that maintains the essence of the original text.

Likewise, it goes without saying that translation as a profession must be regarded as an activity that undeniably involves important consequences in social, political and cultural terms. Having stated that, it is obvious that this profession carries a great weight in global

issues and it, therefore, cannot be taken lightly: the role of a translator must be backed up with a suitable academic background and a good level of knowledge.

Finally, needless to say, information and communication technology (ICT) is playing a major role in the current society. Consequently, as Santaemilia and Maruenda (2015: 175) suggest, translation research, which is based on the updating of theoretical frameworks, has been forced to change its focus thus bringing multimedia modalities of translation to the forefront.

In this regard, new technologies are currently playing a major role in our steadily globalized world, and, more specifically, within the arena of translation: not only has it influenced the way of translating, but it has also had an impact on the products and procedures surrounding it. Thus, it is necessary to mention that this technological breakthrough has been due to both the wide presence of technologies in our society and the cultural turn in the sciences, the latter being responsible for the importance of intercultural translation (Santaemilia and Maruenda, 2015: 181).

To conclude, it is worth noting that, either as a profession or as a tool to facilitate language learning, translation should be regarded as a process of mediation between dissimilar languages and the cultures behind them, and as a cross-cultural process of discursive transfer: translation leads to the discovery of cultural knowledge and the acceptance of otherness.

2.2. Pedagogical translation and the language classroom

In the foreign language teaching and learning environment, students are expected to acquire a range of different skills that shall provide them with the mechanisms necessary to receive, understand and transmit messages. To put it in a different way, they shall learn different skills to communicate.

In this respect, the widespread dismissal of translation in the educational context has arisen from the assumption that it is entirely disconnected from communication, and as Pintado (2012: 331) observes, on the presupposition that it follows an old-fashioned methodology that is subject to appropriate linguistics.

Following this line of thought, the prohibition of the L1 in the Direct Method took place for it considered that translation and the mother tongue did not promote naturalness and

fluency in the foreign language and it was not oriented to communicative goals. However, as Machida (2011: 742) suggests, it prevented learners from using their prior knowledge and experience and, consequently, the learning of the language was automatised and lacking of purpose.

In line with that, this interpretation disregards the fact that the mastery of a language entails the ability to understand, decode, interpret messages in a language different from one's own mother tongue and adapt them in terms of the situation; that is to say, to master a language comprises the ability to translate.

As Cook (2011) suggests, translation is beneficial for both teachers and students since it reinforces and fosters good relationships between them, it helps develop awareness about the languages and establish connections between them, as well as it facilitates classroom control and management. And more importantly, translation and the use of the learners' first language give them the opportunity to maintain their sense of first language identity at the time they are creating a new bilingual identity.

In the words of Shiyab and Abdullateef (2001), if applied properly and effectively, translation can be considered as a means of language.

However, it has been associated with comparative linguistics since the latter focuses on the study of languages by means of comparing the differences between them.

In this sense, apart from linguistic aspects, translation needs to incorporate non-linguistic elements to be successful and to reflect the same reality in the target language. Therefore not only does it mean a correct use of grammar and syntax, but also an understanding of the language. Consequently, we may confidently say that it undeniably favours the mastery of the second language.

As Shiyab and Abdullateef (2001: 2) state, translation can be considered as a bridge between cultures that plays a pivotal role in everyday situations such as business, technology, science and communication.

In this sense, it is worth noting that pedagogical translation goes beyond the linguistic level and it also comprises the cultural level, which shall be dealt with in detail in section 2.4.

Having mentioned that, it goes without saying that it clearly brings numerous benefits for both teachers and learners in that it gives them the opportunity to delve into the language and also into the culture behind it.

What needs to be stressed is that, as learners progress in their learning processes, they establish:

More direct connections between ideational information (meaning) and the SL/FL word representation (form). Throughout SL/FL acquisition the learner repeatedly encounters new and old lexical forms, and thereby develops more complex connections which include tagged language as well as non-language specific connections (Machida, 2011: 742).

To put it more simply, the inclusion of the L1 in the language classroom promotes the creation of connections between languages.

Furthermore, it has been already mentioned that in the process of learning a new language, connections between the L2 and L1 are to appear, or in other words, the act of translating takes place either unconsciously, in the learners' mind, or consciously, if it is allowed within the classroom.

It is important to note that the acquisition of new ideas and meanings is linked to language use in the L1. Consequently, when individuals try to understand meanings in a new language, the L1 plays a natural and pivotal role in their comprehension (Machida, 2008).

In this respect, it goes without saying that the introduction of this activity in the second language classroom shall benefit the learners since they shall acquire knowledge about this natural tendency of translating and they shall consolidate their previous experiences in relation to the foreign language. In addition to it, by giving them feedback and corrections, learners shall discover and explore the foreign language at the time that they shall be able to recognise errors since translation works with them at a higher cognitive level (Machida, 2011: 742).

In terms of the linguistic level, translation requires knowledge of both meaning and form in the foreign language so as to pass meanings from one language to another. However, it also needs to move beyond it and cover extra-linguistic aspects which play a major role in the translation process and which provide learners with valuable insights into the language.

In this regard, when students do not understand the general meaning of a concept or idea, they can delve into the details of the language as well as the pragmatic and cultural issues that surround it to fill this gap (Machida, 2011: 742). As a result, translation helps learners to learn language in context and not in a vacuum, and interpret not only the words, but also the context behind them. In short, translation shall make individuals witness how reality is reflected through language.

On a different level, as Ferrer (2005) states, the introduction of the mother tongue within the second language classroom has proved that its systematic and appropriate use may offer the teacher opportunities to provide students with knowledge about the target language system. Following this line of thought, Rodríguez Juárez and Oxbrow (2008: 93) point out that:

If used judiciously, the mother tongue may in fact become a teaching and learning resource which can greatly enhance the acquisition process and encourage learners to focus on similarities and differences between their L1 and the language under study.

Apart from that, following Pintado (2012), a special note should be made to the mention of this translation skill within the *Common European Framework of Reference for Languages* (CEFR), which although only mentioned in passing, it is considered an ability included in the communicative process.

Furthermore, we need to note that the role that the mother tongue and translation play within the second language arena has been a matter of much controversy and debate in both research and teaching contexts. As such, it has usually been associated with the Grammar-Translation Method, which placed translation as the central axis for the learning of a new language.

On a different note, the subsequent approaches that follow the Grammar-Translation Method, and more specifically the Direct Method, were totally opposed to this methodology of teaching a language and, as a result, the use of the mother tongue was banned. Thus, second language contexts excluding the first language gained popularity at the end of the nineteenth century.

In recent years, the Communicative Language Teaching Approach has resulted in the consideration of the introduction of translation as an ineffective tool to master a language

since it has been regarded as a text-based activity which, in any case, would help learners develop linguistic and communicative competence (Rodríguez Juárez and Oxbrow, 2008).

Following this, it goes without saying that, even nowadays, translation and the mother tongue are still observed with a certain amount of reluctance on the assumption that their inclusion shall be similar to that of the Grammar-Translation Method. As Rodríguez Juárez and Oxbrow (2008: 94) suggest, the inclusion of the mother tongue within the second language classroom seems to bring some unease.

However, what needs to remain clear is that the inclusion of translation activities appears to be being reassessed due to the wide range of benefits that it entails in terms of language teaching. Needless to say, the vast majority of English teachers are not native speakers of it. In this sense, they can be defined as second language learners of the language (Ferrer, 2005).

Hence, the fact that they also experienced this process of learning the language may be the reason why they have a positive attitude towards the inclusion of the mother tongue within the second language classroom as a tool which has a revealing and active role to play.

As Ferrer (2005) suggests, one of the main constraints for avoiding the use of the mother tongue and, consequently, the inclusion of translation within the classroom is the feeling of guilt that arises from such inclusion. Were we to consider the L1 as a tool to facilitate the learning of the foreign language, we would feel as if we were acting against the principles of good language teaching. Likewise, it is believed that the mother tongue may hinder the progress in L2 learning (Rodríguez Juárez and Oxbrow, 2008: 99). In this sense, the more English exposure students have within the classroom, the less interest they feel about using the L1.

What is arguable, however, is that learners use the L1 constantly, although in an unconscious way. Consequently, as they learn a foreign language, in this case English, they compare it with their prior knowledge and mother tongue patterns so as to establish relationships and this undeniably helps learners acquire more comprehensible and meaningful input.

In light of the above, it is important to note that cross-linguistic relations may unveil valuable insights when appropriately used and that most of the learners consider translation as a helpful tool to improve their language.

Likewise, it is worth highlighting that, as Ferrer (2005) suggests, comparisons between languages are not feasible with children due to the linguistic background they possess and their lack of ability to establish connections between language systems. Therefore, it is not worthwhile analysing the language if they do not associate it with their mother tongue. However, it may result a success with adults who are always looking for the rationale of the different patterns and structures that shape a language.

In this respect, an open-minded approach where there is room for the mother tongue would encourage learners to focus on similarities and differences between languages instead of seeing it as a comprehension tool.

To put it in a different way, were learners given the opportunity to contrast both their mother tongue and the foreign language, they would be able to recognise explicitly differences and similarities between languages; this would result in the acquisition of explicit knowledge about the language which, at any rate, would enable them to notice the gap existing between the linguistic systems of their mother tongue and the foreign language they are learning.

In other words, the relationships established between the two languages would help learners enhance their critical thinking and achieve higher levels of language proficiency and communicative competence (Ferrer, 2005).

Following this, it is widely known that learners make comparisons between the L1 and the L2 all the time. Consequently, introducing it explicitly through translation would result in an enhancement of the recognition of features of language input which would lead to an improvement of language acquisition potential (Rodríguez Juárez and Oxbrow, 2008: 100).

What should remain clear, however, is that in any case, the exposure to the English language must overtake the amount of exposure to the L1 and that translation should be used with a purpose of language improvement which, by no means, shall be in favour of word-for-word equivalences.

Apart from that, the L1 could benefit both learners and teachers in terms of giving instructions, monitoring, or checking comprehension. These examples would instantiate how the inclusion of the students' mother tongue would do but enhance their understanding about the language and what they are expected to do with it.

Translation, therefore, would constitute a bridge to connect languages, analyse them and reflect upon them. Likewise, it would provide learners with a tool to increase their knowledge of language systems and functioning. Hence, it could do anything but give meaning to how the world is conceived by other speakers.

In the words of Rodríguez Juárez and Oxbrow (2008: 95):

Translation helps learners understand and associate with the target language under study, particularly as a means to help features of input become intake, promote noticing, raise metacognitive awareness, foster guided reflection, and develop both cognitive and metacognitive learning strategies by means of contrastive analysis techniques and cross-linguistic comparison.

To conclude, we may state that this section has tried to showcase how pedagogical translation could benefit learners and teachers in terms of second language learning. In this sense, what should remain clear is that this type of translation, where communicative competence still has a central role, is moving in the same direction as second language teaching, namely, the communicative use of the language (Pintado, 2012: 346).

2.2.1. Types of pedagogical translation

It is widely known that translation as a pedagogical aid is observed with certain reluctance on the basis that it does not comprise communicative elements but it is rather a text-based procedure.

As a result, we may confidently say that the rejection of this type of translation has emerged from the confusion of pedagogical translation with the type of activity that is carried out for employment-related purposes.

What is arguable, however, is that, as Pintado (2012: 329) claims, the fundamental purpose of pedagogical translation is communication. Thereupon, it is worth highlighting the taxonomy proposed by De Arriba (1996: 280), which embraces the different types of pedagogical translation that can be exploited within the second language classroom, all of them oriented to communication.

Explanatory translation

This would be the type of translation used by the teacher as a means to clarify, simplify and disentangle concepts, ideas

	and structures with a certain degree of difficulty for the learners. Consequently, its major goal is a didactic and facilitating one.
Internalised translation	This is based on making learners acquire insights in terms of translation mechanisms so as to help them use translation in a conscious way. As a result, instead of using translation in an unconscious way, students shall learn how to benefit from it and they shall be taught to avoid word-for-word translations.
Translation of texts	A type of translation whose main goal is to work in the field of reading comprehension in the L2 and writing production in the L1. It would be focussed on the improvement of reading and writing skills by means of comparing and translating different texts and thus reflecting upon that process of translation. Likewise, as a consequence of their interrelation, the enhancement of writing and reading skills shall result in an improvement of speaking and listening skills.

Table 2. Types of pedagogical translation

In addition to this taxonomy proposed by De Arriba, it is necessary to distinguish here the difference between direct and reverse translation. As Shiyab and Abdullateef (2001) point out, direct translation involves a process of analysis where individuals are expected to understand and perceive the explicit and implicit meaning of the information included.

On the contrary, in reverse translation, a process of synthesis takes place in that individuals are assumed to create a text in the foreign language. For that reason, they go into a process of reconstruction and production that must produce the same impact on the readers (Shiyab and Abdullateef, 2001: 3). It therefore entails an enhancement of the language skills.

In light of the above, we may confidently claim that this typology shows how translation within the classroom caters for the different kinds of situations where it might be needed so as to expedite the communicative process. Therefore, it should be given the relevance it deserves.

2.2.2. *Application within the classroom*

As Machida (2011: 742) suggests, the translation process should cover different stages: first of all, learners must understand the L2 text they are supposed to translate. Secondly, they must look for the “equivalent” meaning in the L1. And finally, they have to convey meanings in such a way that the translation creates the same feelings as the original text.

As a result, learners are involved in an authentic and engaging process whereby they go beyond the limits of the linguistic sphere and they explore the language and everything that shapes it.

To put it in a different way, as Machida (2011: 744) points out, the inclusion of translation brings some advantages within the language classroom.

In general terms, we may confidently say that it forces students to use not only their linguistic knowledge, but also the extensive and intensive knowledge of cultural and social interpretations. All these ideas have to be brought together so as to transmit the same meanings in the target language.

Apart from that, regarding the specific level of vocabulary, translation presents words in context; what should be mentioned here is that presenting words well-contextualised certainly lowers the burden that would be put on learners if they were otherwise presented in the form of a long list of unconnected lexical items.

Furthermore, a special note should be made to incidental teaching since it may play a major role within the second language classroom, fostered by means of translation: the presentation of a specific word may lead to the appearance or understanding of a different term thus showing a relationship between the two words which are somehow related.

In addition to it, we need to bear in mind that, in the majority of cases, the learning of English is obligatory for the students, such being the case of primary and secondary level students, who cannot decide whether or not to learn a second language.

In this respect, Alcalde et al. (n.d.: 157) point out that the lack of interest is the predominant factor within the second language classroom. Needless to say, this means major implications for the teachers, who, by all means, should seek gripping activities that facilitate, motivate and engage students in the process of learning a new language.

Likewise, as Alcalde et al. (n.d.: 158) observe, activities must be innovative and appealing for students, and those activities related to translation and the use of ICTs for real purposes instantiate how original tasks should be like.

Following Alcalde et al. (n.d.: 158), translation activities make learners reflect upon their own language and develop sensitivity in terms of linguistic and non-linguistic contents; they make them realise the importance of dictionaries for creating a good translation as well as the different types of translation that exist together with its growing presence in the current society and, finally, they make students realise the complexity that this activity entails.

Needless to say, for a translation to be successful it must include actual, current, interesting and useful material for students. Otherwise, they shall not feel any attraction to perform this activity.

As instances of how translation could be included within the second language classroom, following Alcalde et al. (n.d.) and going beyond it, translation of jokes, idioms, puns or slogans may entail valuable insights to show students how language connotations differ, how equivalence between languages is not always possible and why context and culture are so closely related to language.

2.2.3. *Classroom methodology*

Specifically speaking about the second language classroom methodologies, we may distinguish different approaches where translation is implemented as another skill to facilitate the language learning process. Above all, what all of these methodologies have in common is that they provide learners with authentic input material and realistic opportunities for focusing on form.

In this respect, translation gives learners the opportunity to analyse the different language patterns and structures that shape the language –i.e. focus on form– so as to grasp the meaning of different ideas and concepts.

Special note should be made here to the Focus on Form approach previously mentioned. Following Machida (2008: 142), this approach is based on the traditional teaching of grammar without context, but it also incorporates “an analytic approach requiring a context where the learners are engaged in communication”. In this sense, translation brings the opportunity to focus on it and helps learners delve into the functioning of the language.

Apart from that, we may say that these methodologies promote the positive use of the L1 since it is used consciously instead of in a non-controlled and unconscious way. As we have mentioned before, while trying to interpret and convey meanings, learners shall resort to their prior knowledge and linguistic background in order to make associations between the previous and the new data. Therefore, they shall go beyond the language environment and they shall connect the L1 and the L2.

Finally, it is worth highlighting some other assets proposed by Machida (2011: 743) in terms of the inclusion of translation in language teaching methodologies: within these positive aspects we find, firstly, the opportunity to provide learners with a holistic and all-inclusive activity whereby students bridge the gap between two different languages, namely their mother tongue and the foreign language and, secondly, the possibility to enhance the learners' sensitivity not only to the foreign language but also to the culture and the society behind it. Thus, translation should be considered as an aiding tool to approach languages and make students connect with each other.

In this sense, while translating, learners are expected to develop knowledge in the foreign language, but also learn non-linguistic and pragmatic knowledge that goes beyond the linguistic systems and comprises aspects such as contextual knowledge, coherence or register appropriateness. In the words of Machida (2011: 743) translating from the foreign language “expands SL/FL learning, both through development of the language, metalinguistic awareness and metacognitive skills (planning, monitoring and execution), and study of the culture and society to which the SL/FL belongs”.

Following this, it is widely known that in recent years, language has been considered as an encircling task: not only does it comprise communication, but it also reflects the context where this communication takes place, and therefore, it takes notice of the culture and the social practices surrounding the foreign language. Hence, we may confidently state that language and culture are closely interrelated and translation works as a bridge to connect them.

In this sense, Machida (2008: 142) suggests that, so as to facilitate the learning process and make it meaningful, language teaching should encourage learners to incorporate their previous experience outside the classroom in order to involve both the teacher and the learners in problem-solving contexts of the learning community. That being said, learners would construct knowledge through interaction and negotiation for real purposes and, as a

result, they would engage the learning process which, at any rate, would entail valuable implications for actual applications of the language in their real lives.

On a different level, it should be noted that, even if the main goal of language teaching is that of communicating, the Communicative Approach has been criticised on the assumption that since it aims at achieving functional and communicative goals, due attention is not paid to grammatical aspects (Machida, 2011: 741). To this effect, it is necessary to emphasise that becoming an efficient user of the second language means having the appropriate knowledge about the grammar that shapes it, as well as being capable of performing communicative tasks successfully.

2.3. Transfer

As has been stated along this research project, both the inclusion of translation and the use of the first language in the language teaching arena have experienced a strong criticism on the basis of having detrimental effects for the second language. At this point, the concept of transfer needs to come to the fore.

For many years, a wide range of authors have tried to provide a clear-cut definition of this notion with little success. Hence, the definition of language transfer has evolved along with the developments of research on it (Lanfeng, 2015: 4). In general terms, however, this concept could be defined as the influence that arises when languages come in contact and, by all means, it should comprise both the negative and positive effects that this influence entails.

Having mentioned that, we may confidently state that transfer in language learning would influence every single aspect of the L2 language, thus including phonetics, syntax, semantics, discourse, lexicon, morphology and phonology.

In the 1950s, Robert Lado started to study errors and elaborate hypotheses by means of contrastive analysis. In this sense, the contrastive analysis theory claimed the existence of two types of transfer when performing systematic comparison of languages, namely positive transfer and negative transfer or interference.

Thus, it is necessary to distinguish between the concept of *interference*, which refers to those negative impacts of the first language, and the notion of *positive transfer*, which would be related to the benefits that emanate from the connection between one's own language and a second language.

Interference, therefore, would emerge in “acquisition-poor environments” (Mallol, 2002: 29) and it would be stronger in complex word order structures. However, it should not be regarded as an intricate problem in terms of the L2 since it could be solved simply by learning.

Likewise, transfer would not be always negative for, contrary to “false friends” or “false cognates”, “true friends” also exist between languages. They could be defined as those items that share the same meaning and that are written similarly in the L1 and the L2, as would be the case of “*organización*” and “organization”.

Furthermore, within negative transfer or interference we may distinguish between learners’ errors and mistakes: the former should be seen as deriving from the lack of awareness of the proper rules of the language and the latter could be defined as a failure when using a known system incorrectly. Following Choroleeva (2009), mistakes would be placed in a more positive position as they are considered as an indispensable device to test hypotheses and check them when learning the language.

Continuing this line of thought, it is necessary to make a distinction between the two types of errors that Choroleeva (2009) establishes, namely intralingual and interlingual errors: intralingual errors would arise irrespective of the L1, whereas interlingual errors would appear, precisely, due to the influence of the L1.

In light of the above, the term *interlanguage* needs to be mentioned. It would appear from the Second Language Acquisition (SLA) perspective and it would constitute the intermediate language that exists between the native and the foreign language or, in other words, the continuum between the L1 and the L2. Thus, what needs to be highlighted is that the mastery of the second language would mainly depend on the degree of fossilization of rules, patterns and subsystems in the learner interlanguage system (Choroleeva, 2009).

Apart from that, what needs to be clarified is that, by all means, some other agents different from interference have a negative impact on the second language and, therefore, interference between the L1 and the L2 is just but another factor to take into account.

As Selinker (1972) identified, within these agents we find overgeneralizations, as would be the case of errors that appear from false generalizations –e.g. Could you tell me how to get to the hospital? Yes–. In addition to it, we also encounter literacy since some problems of the second language learner would appear as a result of an insufficient knowledge of

reading and writing skills; and finally, developmental influences may also lead to errors due to the fact that the mastery of second language writing would be linked to the development of writing in the first language.

Finally, what must remain clear is that transfer should not be limited to interference, but it must comprise the positive effects that the relationships between languages involve. Needless to say, learning a foreign language should be considered as the continuum between the learner's prior knowledge and the acquisition of new knowledge in that learning is more likely to be successful when learners associate what they already know to new ideas (Mallol, 2002: 32).

Thus, not only is transfer limited to linguistic items, but it also moves beyond and brings together cultural and pragmatic elements. In this sense, it should be regarded as a key aspect of the learning of a new language, but which, at any rate, would also have positive effects for the learners.

2.4. Culture and translation

For many years, numerous authors have tried to provide a precise definition of the concept of culture. However, culture constitutes a multidimensional and heterogeneous element which may be defined from many different viewpoints and, therefore, it is an intricate element to define.

Teachers are supposed to teach nothing but language, and following the communicative approach present in the second language teaching context, which focuses on the development of communicative competence, there seem to be no room for culture, or, at least, not in terms of language teachers.

At any rate, however, culture must be seen as a holistic and all-inclusive concept which embraces everything that people can learn to do (Seelye 1993: 14) and, irrespective of the line adopted for defining it, it should be regarded as a central concept which entails valuable teaching implications.

In this respect, it is worth noting that the globalization of the English language and its consequent evolution as a lingua franca makes it necessary to readjust how culture and cultural aspects must be taught. In this sense, translation plays a pivotal role for the teaching of culture since it allows students to respect and reflect upon otherness. As a result, the centre

of gravity of English contexts seems to be shifting and native-like English appears to be just one more aspect in the learning of this language.

In the words of Cook (2011), ELT has considered for many years that the reasons for people learning a new language were to operate in a monolingual environment. However, a major drawback is the fact that this interpretation does not take into account the differences that exist between languages and that, these days, English is more and more often used as an international language in non-native-like contexts, such as negotiations, business or politics.

In this global context, it is necessary to highlight that we are experiencing a major change that brings English to have a dominant position in the world but, at the same time, it requires preserving people's own identities. Therefore, the current movement in language teaching must move towards bilingual teaching and, as a result, translation must come to the forefront (Cook, 2011).

In this regard, it is worth noting that translation in itself constitutes a priceless resource that goes beyond the professional scope to work as an authentic act of communication within the multilingual societies that shape our globalized world. It is present in almost every context that surrounds us, from newspapers to films and, as such, knowing about this practice cannot do but reinforce our use of the language for communicative purposes.

Following this, translation should be considered a natural way to teach someone a language since it constitutes a spontaneous practice that arises, either consciously or unconsciously, when learning a new language.

In light of the above, it goes without saying that, when teaching culture, it should not be restricted to the teaching of Anglo-American or any other native speaker's history. Instead, we, as teachers, must go beyond it so as to make students reflect upon the importance of the numerous cultures behind the English language, which should not be limited to those countries where English operates as the first language.

Having mentioned that, culture must be considered as a dynamic process of individuals who look for meanings and interpretations of history and it must comprise, therefore, the various meanings given to the social and discourse practices shared by the members of a social group (Kramsch, 2013: 69).

2.4.1. *Culture and language*

Needless to say, culture should be understood as an inherent concept to second language learning, necessary to understand and master it and thus constituting another aspect to be dealt with when teaching a foreign language, together with the grammar, vocabulary and pronunciation that shape it. To put it more simply, not only should the study of a new language be limited to its rules and patterns, but it also should entail the breakdown of the culture behind it.

Culture presents language in context and, as a result, it helps the making of meaning process that arises when learning a language (Kramsch, 2013: 62). Hence, as Halliday (1978) points out, we may claim that language as a symbolic system represents the world and the cultural and political society; it also expresses social identity since it always influences world perceptions; and it is a metaphor that reflects our beliefs and values.

A special note should be made to the signified and signifier theory by Saussure (1916), who may be considered as the founder of modern linguistics. According to this theory, the word as a linguistic sign is formed by two parts, namely the signified, which refers to the mental image we have of things, and the signifier, which is related to the sounds of that word.

Following Saussure (1916), there is no natural link between the signifier and its corresponding signified, and its relation is fundamentally non-motivated, but rather conventional. To put it in a different way, Saussure (1916) claimed that there is arbitrariness between both aspects of the linguistic sign and that this would explain why different languages make use of different signifiers to refer to the same signified.

In this respect, culture should be seen as an element that allows us to explore the language and the different realities conceived through it. Hence, language and culture are interrelated and connected with each other and they reveal the relationships between mind and reality.

Thus, so as to master a language, culture needs to be learnt and understood as a central aspect of the curriculum. It is at this point when translation must be regarded as a valuable tool to provide learners with useful insight in terms of culture, thus allowing them to delve into it and compare their own culture with the target culture.

Nowadays, due to the increasing number of immigrants and emigrants that circulate in pursuit of better opportunities of life, the role of intercultural mediators in the society is pivotal so as to preserve the rights of everybody (Santaemilia and Maruenda, 2015: 183). In this regard, translation must be seen as an intercultural instrument, aimed at providing a bridge between cultural and linguistic gaps.

2.4.2. *Why do teachers try to avoid teaching culture?*

Teachers do not usually place culture as a central aspect within their language classroom and it is for some reasons. As Hadley (2001) suggests, the predominant reasons of the exclusion of teaching culture are the avoidance of treating students' attitudes and the lack of time in an overfull curriculum. As we shall try to expound below, it should necessary to add one more reason of this dismissal of culture, namely, the fear of the unknown.

In general terms, the teaching of culture is associated with anecdotes, fun facts or comparisons between the culture of origin and the second culture. However, teachers, and especially non-native teachers who may not have experienced the culture of the foreign language, do not feel prepared to teach culture in the same way as they teach grammar or vocabulary. As such, they feel afraid of not knowing the rationale of different behaviours in the second language thus making learners to question their credibility as cultural source (Lazaraton, 2003).

Following this, Lazaraton (2003: 216) points out that:

Limited personal experience with the target culture restricts the teacher's ability to teach culture, leads students to question the credibility of the teacher as a cultural informant, and thus constrains the teacher's ability to help students bridge the home and target cultures.

Likewise, educational institutions very often prefer to hire native teachers who have an authentic contact with the target culture on the assumption that it shall benefit their students. What is arguable, however, is that native speakers "cannot act as models for learners who by definition shall not become native speakers" (Kramsch, 2013: 58). In this sense, non-native teachers are placed in an advantageous position since they have learnt the language in the same way as their students.

In this sense, teachers must be in readiness to address the cultural assumptions included in the curriculum, the students' needs, which are undeniably culturally based, and their own values and views (Sparrow, 2000).

As has been aforementioned, it is necessary to see culture as a holistic element which comprises both language and social practice. In this sense, it is the task of teachers to stop teaching it as a disembodied set of anecdotes or facts and start giving it the relevance that it deserves.

Likewise, following Kramsch (1995: 83), teachers must go beyond social practices and teach language as culture, instead of teaching culture as a complementary aspect of it. Culture has been usually taught as separate from language and, despite all the research done in the arena of cultural implications, language teaching is still following this approach of teaching it as a set of rules and patterns where culture is just an extra-resource to reinforce the language contents.

On a different note, there is another aspect that, as Lazaraton (2003: 232) claims, is necessary to face; what should teachers do if students are more acquainted with the foreign culture than teachers?

The globalizing society where we live favours the occurrence of this situation due to the easy spread of the Western culture. In this sense, situations where students know more than the teacher might happen, for example, with non-native teachers who are not familiar or have not much experience in the target culture. The acceptance on the part of teachers of not knowing some cultural aspects may lead to the students' assumption of them as deficient teachers.

In this regard, it goes without saying that culture embraces every social practice in the target society and, therefore, teachers need all types of cultural knowledge within the classroom so as to be aware of all the behaviours and conducts culturally acceptable in the target culture (Lazaraton, 2003: 237).

What is arguable, however, is the fact that teachers' controlling every single cultural aspect that might come up over the course of a lesson is totally beyond the bounds of possibility. Therefore, they should have as much knowledge as possible but making learners understand the impossibility of mastering every single cultural nuance of a culture different from theirs.

Furthermore, the teaching of culture may be seen for some as a threat of their social identity. Hence, it is necessary to mention that the teaching of culture may be regarded with many different viewpoints from learners. Following Kramsch (2013: 59), it may encounter learners who:

- Come from a modest social background and may therefore feel inferiority about their culture when learning a different culture, thus rejecting the latter;
- Come from middle-classes and are willing to learn about the exotic and the foreign but who reject any other culture but theirs as universal;
- Learn English as a means to approach a different culture and lifestyle.

As a result, teachers must meet all their students' needs and take into account these aspects when it comes to teach culture. Translation, therefore, offers teachers the possibility to encounter the other, and understand the various experiences that have made them who they are now. To put it in a different way, translation brings teachers the possibility to make students understand who they are and know otherness.

Nowadays, the teaching of culture appears to be moving from cultural knowledge to cultural competence and intercultural awareness (Kramsch, 2002). As such, culture is present in every aspect of life, in our decisions, in our feelings and in our attitudes to languages, and it helps individuals to reinforce and increase their cultural identity. Consequently, to understand how cultural competence and intercultural awareness influence the language teaching and learning process is now our object of study.

2.4.3. *The notion of communicative competence*

The early seeds of the concept of *communicative competence* were planted during the 20th century by the structuralist Ferdinand de Saussure who distinguished between *langue* –the grammatical knowledge shared by the speakers of a given linguistic community– and *parole* – how this knowledge was manifested individually in each speaker.

In this regard, Noam Chomsky published in 1957 his *Syntactic Structures* where he included the notions of *competence* –understood as the intuitive linguistic knowledge of a speaker– and *performance* –the actual use of this linguistic knowledge in specific contexts–, both of them being undoubtedly related to the previous notions proposed by Saussure (1916).

What needs to be highlighted is that the term *communicative competence* appeared as a reaction to those previous distinctions: it was coined by Hymes (1972) who stated that Chomsky's distinction between competence and performance was too limited in that it did not take account of the sociocultural and functional aspects of language.

In light of the above, Hymes would define *communicative competence* as that aspect of our competence that allows us to convey and interpret messages as well as negotiate meanings in specific contexts. As such, communicative competence includes both tacit knowledge of the language and ability for use, or in other words, competence and performance.

Having mentioned that, communicative competence would comprise other sub-competencies including the sociocultural and sociolinguistic one, which shall be described in further detail in the following lines.

2.4.3.1. Sociolinguistic and sociocultural competence

As suggested by Pérez Cañado (2016: 4-8), the notion of competence is not simple to define. In their numerous attempts to provide a precise definition, a wide range of authors appears to agree in that competence comprises both knowledge and skills, and that it entails the development of abilities and attitudes oriented to helping learners perform successfully in the society they live in and become flexible professionals.

In this sense, competencies may be regarded as the basic skills enabling a person to function in a globalized world. They, therefore, aim at allowing learners to develop different abilities, attitudes and skills that shall be useful for them in terms of their future personal, professional and social lives.

In the language teaching arena, we encounter different classifications of competencies. Thus, the taxonomy of competencies developed by the *Common European Framework of Reference for Languages* may be considered as the most remarkable within the language scope. It distinguishes between general competencies, which may be also applied outside the language environment, and communicative language competencies, which comprise linguistic competencies, pragmatic competencies and sociolinguistic competencies, the latter being our object of study now.

Within sociolinguistic competencies we enclose all those aspects related to sociocultural conditions of the language and therefore, they aim at enabling us to perform language functions appropriately taking into account the context and the situation surrounding the communicative event (Casas Pedrosa, 2017). In this sense, politeness or register should be included within this competence.

Having mentioned that, a special note should be made to sociocultural competence. As has been previously mentioned, sociolinguistic competence deals with those cultural aspects included within the language that are manifested when we use it (Casas Pedrosa, 2017). However, sociocultural competence is directly related to the social and cultural practices of a particular society and it is more centred on them and their meanings than on their manifestations through the language (Bueno González, 1996: 348).

In this sense, whereas sociolinguistic competence allows learners to recognise those elements of the language appropriate to the situation, sociocultural competence focuses on those actions and practices that are characteristic of the people speaking a particular language.

Needless to say, teaching methodologies must centre around those competencies that provide learners with abilities to participate and function appropriately in the society and to contribute to the economic growth. Consequently, it goes without saying that these two competencies reveal once again the strong link between language and culture, a link that, at any rate, can be promoted in the classroom through the practice of translation activities which enable learners to discover the functions of language, the differences between them and the various ways to conceive the world.

2.4.3.2. Intercultural competence

Following Kramsch (2013: 69) the notion of intercultural competence appeared in Europe alongside the concept of communicative competence and both of them had social and political objectives.

As we have seen, culture is related to those practices of the native members of a community who share a language. However, it appears to be challenged by the increasing role of English as a lingua franca, or in other words, as a language used by people whose mother tongue is different from each other and different from English.

To put it more simply, English nowadays does not know about national boundaries and, as a result, culture needs to keep the historicity of national communities but it should also move beyond and attend to the subjectivity of speakers who take part in global multilingual societies (Kramsch, 2013: 70).

Having mentioned that, we may state that intercultural competence is the competence that allows individuals to manage relations between self and others. It is, therefore, a combination of skills, attitudes, knowledge and behaviours that enable speakers to recognise, understand, accept and interpret other ways of living and thinking beyond one's own culture.

The inclusion of the term “inter” suggests that there is a comparison between the foreign culture and that of the learners, or in other words, the experience of cultural otherness. Thus, intercultural competence constitute the essential basis of understanding among people and, without a shadow of a doubt, it is not limited to language abilities and linguistic environments.

In this sense, the language classroom should be oriented to the teaching of intercultural contents so as to engage learners in a process of intercultural language learning. In essence, intercultural teaching and learning aims at increasing international and cross-cultural acceptance and understanding. It involves the development of an understanding of the students' own language and culture in relation to others (Liddicoat et al. 2003: 46).

Likewise, Liddicoat et al. (2003: 1) state:

It involves the learner in the ongoing transformation of the self, his/her ability to communicate, to understand communication within one's own and across languages and cultures, and to develop the capability for ongoing reflection and learning about languages and cultures.

In their attempt to achieve it, the teaching of intercultural aspects should include these skills suggested by Liddicoat et al. (2003: 46):

- Ability to understand and value one's and target culture;
- Cultural sensitivity as a continuous purpose;
- Ability to mediate between cultures;
- Ability to use different strategies so as to contact with people who do not share our culture;

- Ability to bring the culture of origin and the foreign culture into relation with each other;
- Ability to overcome stereotypes;
- Ability to face cultural misunderstanding and solve conflicts effectively.

To put it in a different way, cultural learning is a dynamic, on-going and developmental process whereby individuals should acquire culture-specific and culture-general knowledge and skills to perform effective communication with individuals from other cultures. In short, it involves cognitive aspects together with particular behaviours and values.

In this sense, as Liddicoat et al. (2003: 16) claim, becoming an effective language learner means developing a variety of learning strategies which bring together cultural skills necessary to interact in particular linguistic situations and cultural contexts and to participate in a specific language and culture.

What should remain clear, however, is that for learning culture, it is essential to experience it. That being said, the cultural elements in which the language is focussed on and which are usually included within the classroom are those which are of relevant comparison with some aspects of one's own culture. Therefore, the cultural elements introduced in the language classroom are explained due to its comparability rather than its importance in the target language.

This situation must come to an end and translation gives us the possibility to overcome it. Through translation activities, students reflect upon the language that they are learning and the culture behind it; they discover why something is uttered and conceived in a particular way and, consequently, this leads them to delve into culture.

Students should be aware of the socio-cultural shocks that may arise as a consequence of an inappropriate use of the language (Ferrer, 2005). In this sense, in order to avoid misunderstandings and conflicts between cultures, it is of the utmost importance to bring learners the opportunity to acquire knowledge about register, politeness conventions, requests, turn-taking and discourse structure, to name but a few. In this way, students shall learn the language as culture, understanding its rationale.

In this sense, as language teachers, we cannot understand language as an abstract system of rules and patterns, since an utterance gains meaning not only from the grammar and

the lexicon, but also taking into account the recipient of the message, the context and the situation, and this, undeniably, is related to culture.

Furthermore, language can be seen as a marker of identity of the people who speak it, the characteristics typical from different geographical areas and the different ways to see the world through this language (Liddicoat et al., 2003: 14).

Finally, it is important to consider the duality of culture within the language teaching process. Needless to say, when teaching culture it is necessary to identify and classify events in an objective way so as to present them to the learners. However, in order to give a sense of reality, it is also essential to teach it in such a way that subjectivities and historicities of people in a globalized world are included within it (Kramsch, 2013: 70). In this sense, language reflects these two perspectives of cultures and, consequently, makes the task of transmitting it to learners harder.

Intercultural language learning is therefore based on understanding one's own culture and language in comparison with new ones. In the same way, it is focussed on the relation between two languages and the negotiation when learning the L2, together with the understanding of this new perspective to see the world and abandon the one of the L1 (Liddicoat et al., 2003). To sum up, an intercultural language user is the one who is able to understand and adopt different communicative perspectives to create meaning.

3. PRACTICAL PART: PROPOSAL AND ANALYSIS OF ACTIVITIES

In the previous sections we have been showcasing why translation should be regarded in a different perspective and why it should be considered as a resource to facilitate the learning of a foreign language.

As we have already stated on different occasions, translation brings a wide range of advantages for the development and enhancement of the different skills of the language, namely, reading, writing, speaking and listening.

In light of the above, the next section is oriented to providing some translation ideas to bring into the language classroom, to examining different activities where translation could be introduced as a facilitating tool, as well as to evaluating how translation is dealt with in some language course-books tasks.

3.1. Procedures

Throughout this whole section we shall expound on the details surrounding this study so as to showcase the main key features that characterise it. In this respect, the following subsection shall be devoted to presenting the various features that shape this Master's Dissertation. Thus, in order to carry out this research project, the following steps have been taken:

The first stage of this investigation has been devoted to the search, selection and interpretation of various and relevant works related to this topic so as to become acquainted with it and provide an up-to-date and knowledgeable view on it.

Once we have analysed the different works dealing with pedagogical translation, it is time now to examine different translation tasks so as to prove their suitability in terms of language learning; likewise, when examining the different translation activities, their strengths and weaknesses are unraveled with the purpose of improving them and offering some alternative tasks to be included.

Finally, once the theory and the practice have been decomposed, the results obtained shall be analysed so as to check if the main hypothesis of this research, which consists in demonstrating the benefits of pedagogical translation in language acquisition, can be proved or not.

3.2. Some translation proposals

First of all, it is necessary to mention that translation activities may cover any type of skill and, as such, they should be devised accordingly. Having mentioned that, different alternatives for translation activities should be provided within the classroom depending on the students' and the teacher's needs.

Likewise, it should be clear right from the start that although the different translation activities proposed below may be adapted to any level of language learning, they are mainly focussed on intermediate and advanced learners.

Generally speaking, Wharton (2007: 7) offers different possibilities to implement translation and the use of the L1 within the second language classroom; these options embrace:

- Providing L1 equivalents for English expressions and words;

- Making use of the L1 to focus on language in use;
- And using the L1 as a means to create classroom interaction.

Results for the first type of activity may be produced simply by asking the students “How do you say _____ in English?”, which, according to Atkinson (1987: 243), constitutes the quickest way to elicit language equivalents. However, we may stress the importance of letting the students work together to discover L1 equivalents by analysing the given English word in context and by trying to understand its meaning in the specific text. To put it in a different way, students would have to derive meaning from context so as to find an appropriate equivalent in the L1. Therefore, both the L1 and the L2 lexical repertoire would become wider.

In this way, students could learn and memorise new vocabulary by comparing the L1 equivalents with the L2 terms. Therefore, this type of activity could be regarded as a suitable way to improve the vocabulary of the foreign language and even the lexicon in the mother tongue.

In terms of language in use, we may state that, as Wharton (2007: 8) points out, translation might be advantageous so as to make students clearly comprehend grammar usage and techniques. Although it should be more appropriate at early stages of language learning and it is associated with the Grammar-Translation Method application of translation, it may signify a valuable tool when dealing with complex grammar patterns or structures that even advanced learners may have difficulties to learn.

In this respect, the technique used by Titford (1983) with advanced students and known as “spoof translation” is worth mentioning. It consists in providing students with erroneous translations so that they can focus on the incompatibility of the grammatical structures and expressions in a general way.

This activity would constitute a demanding task for learners at higher levels of language learning where they would have to reflect upon the language and its use. When doing this activity and when trying to find the mistakes in the specific texts, advanced students go beyond the simple understanding of words and they rather develop accuracy, they observe how languages differ to express the same reality and how word-for-word translation cannot be implemented. To put it more simply, learners comprehend what can or cannot work when translating meanings from one language into another.

Likewise, we should consider here the possibility of broadening this activity by giving the learners an incorrect and a correct translation but without telling them which the correct option is. They would have to discover it by comparing the source and the different target texts and analysing how and why the grammatical and lexical choices have been made.

Following Wharton (2007: 9), another translation technique that must be included here is that proposed by authors like Titford (1983) and known as “back translation”.

In the words of Wharton (2007: 9):

Back translation goes beyond grammatical analysis and typically involves pairs of students translating two different authentic English texts into their mother tongue, switching texts and translating ‘back’ to English, then comparing the originals. The comparisons and analyses lead to further discussion about what “works” in English.

In this regard, back translation must be developed through different stages:

- Firstly, students are expected to read the English text, understand it and its general meaning and grasp the general idea.
- Once the text is read, students should translate it into their mother tongue, thus looking for words and expressions equivalents and trying to maintain the originality of the English text.
- The next step consists of students exchanging their L1 translations and translating them back to English. It is at this moment when students are expected to carry out a reverse translation and, therefore, they must make use of all the L2 tools they have at their disposal to avoid word-for-word translations that make the texts sound unnatural.
- Finally, students compare these English translations with the original text, which makes them realise how the same meaning can be conveyed in a variety of ways or which errors and mistakes they have made, thus leading to a general discussion on the topic of translating.

With this in mind, we may say that “back translation” constitutes an analysis activity that brings the possibility of reflecting upon languages and enhancing reading and writing skills in both the L1 and the L2.

Finally, regarding classroom interaction we may briefly note that the use of the L1 may become interesting when it comes to give instructions or explain a task. Furthermore, it could be understood as a means to create peer support between classmates when they do not understand some concepts or tasks. However, since we are dealing especially with advanced and intermediate learners, we shall not treat it in further detail since this implementation of the L1 seems to be more adequate for lower levels of language learning.

Apart from that, we may include some other types of activities where translation may find its place: as stated by Cunningham (2000: 7), it could be used to translate learners' country folk stories and jokes into English, thus trying to search for the appropriate words and expressions in order to keep the stories interesting and the jokes funny, and making the necessary changes to achieve it.

In addition to it, Pritchard (n.d.) offers different alternatives whereby translation may be employed as a means to enhance language learning:

In the first of these alternatives students are given a text to translate and they work in pairs or in groups. The first step when they are given the text is to think of how it could be translated. Once they have discussed it, the different groups share the ideas with the whole class so as to benefit from all the proposals.

After that, students are expected to translate the text and, for doing so, they must read it thoroughly, analysing the different sentence structures and thinking of how it could be translated into the L1 maintaining the same effect as the original text. In this respect, students should pay attention to both linguistic and non-linguistic aspects such as cultural and register elements and they should also ask themselves if it is necessary to split or merge sentences to make the text sound natural in the target language.

Once the texts have been translated, students can exchange their translations so as to correct and compare their work with their classmates' work and discuss why they have chosen different structures and expressions.

Another alternative would include the translation of a cultural article so as to make students look for clarifications and explanations of cultural elements. In this way, students would approach a different culture and they would compare it with their own culture. In other words, translation would be employed as a bridge to connect different cultures and traditions.

As for the specific learning of grammar contents, Pritchard (n.d.) offers an interesting activity which consists in giving the students a grammar rule and expecting them to deduce from it how to translate different sentences into their mother tongue. This would constitute an engaging way to make students learn grammar which would go beyond the simple memorization of rules.

Finally, taking the activity reverse translation proposed by Pritchard (n.d.) as the starting point, we may develop another translation activity for intermediate and advanced learners. Students are divided into two groups, A and B, and one group is given a text in the L1 and the other group is given a text in the L2. After that, each group reads the text and translates the corresponding text into the foreign language and the mother tongue, respectively.

Once they have finished translating, students are put in pairs of A and B students and they compare their translations with the original text that their partners have. Finally, they discuss which option they consider the best and why.

Finally, another translation activity that can make students improve their language is that of comparing two or more translations of the same text. Students could focus on idioms, style, register, grammar or lexis, to name but a few, and they would have to decide which translation is the best. Therefore, students would analyse different and correct alternatives to express the same meaning and they would have to give reasons for their choice, thus delving into the functioning of the language.

3.3. Practical examples and analysis

The preceding section has presented different ideas about how to implement translation within the second language classroom in a general way. Within this section, however, a wide range of examples of translation activities shall be expounded on in further detail.

3.3.1. *Haves and have-nots*

Another important resource that plays a major role within the second language classroom is gaming. Games help students get motivated and engaged into the process of learning the foreign language which, sometimes, becomes unconscious because they are more focussed on the game than on the language itself.

Having mentioned that, their importance cannot be overlooked and translation can also contribute to their development. As Katalin (2015: 14) suggests, it is worth starting from the game that she calls *Haves and have-nots* and which I have slightly adapted. In this game, intermediate and advanced students:

1. Create four columns where they write (1) *I smell*/ (2) *I taste*/ (3) *I see*/ (4) *I hear*/ (5) *I feel*.
2. The teacher then dictates some short sentences to them and they are expected to experience the situations described in the sentences. These sentences contain the verb “have” as in *I have a headache*/ *He had it off with her*/ *My sister had a baby*/ *Last week I was ill because I had a cold*.
3. Then, students write each sentence under the appropriate column depending on how they experience the sentence. If the teacher dictates the sentence and they first *see* it, they write the sentence under the *see* column. If they first *feel* it, they write it under the *feel* column, and in this way consecutively.
4. Once they have finished, they compare their answers with their partners and they explain why they have chosen that.
5. Finally, students analyse the sentences and think about whether they could be translated into their mother tongue by maintaining the verb “have”.

With this game students would practise some colloquial expressions and they would reflect upon the foreign language in comparison with their mother tongue. As such, they would realise the importance of translating in a natural way, thus avoiding word-for-word translations and searching for the suitable equivalents in the L1.

3.3.2. The universe of “take”

Another gripping game proposed by Katalin (2015: 17) and which, once adapted, can be carried out with intermediate and advanced learners deals with the verb “take”.

1. Students work in groups and brainstorm all the different uses of the verb “take” that they remember.

2. Once they have finished, students work individually; the teacher dictates various sentences such as the following ones and they should write them down in their mother tongue:

- *The little boy took the old watch apart to see how it worked;*
- *The boss took the man's anger seriously;*
- *When love takes over, you know you can't deny;*
- *The shocking news took the woman aback and she couldn't say anything;*
- *If you meet my mum, you will realise that she's taken after my grandmother;*
- *When you visit London I can take you around to show you the city;*
- *John is really good taking off our maths teacher;*
- *We need to hurry; the plane takes off at eleven;*
- *The manager of the company takes on the purchases;*
- *Do you think I have told your secret? What do you take me for? I'm not like that;*

3. Students then work in groups and compare their translations.

4. Once they finish comparing their translations, the teacher and the students have a discussion about it.

With this activity, students can realise how diverse but equally acceptable their options might be, even in their mother tongue, and how different the grammar patterns are in the L1 and the L2. Once again, students reflect upon the language by using translation.

3.3.3. *I didn't get where I am today without...*

Apart from games, we have demonstrated that translation helps improve the four skills of the language and that it is closely connected to them.

In this sense, as any of the previous skills and as we have showcased with the different stages of the previous games, translation tasks must be divided into pre-, while and post- translation stages (Popovic, n.d.). As an example of a translation task we may distinguish:

1. Pre-translation stage:

- Students take a look at an article and different headings and they try to match the headings to the corresponding parts of the text.

- After that, the teacher highlights some L2 words that appear in the text to translate and students try to find L1 equivalents. Then, the whole class compares the results.

2. Translation stage:

- Students are divided into groups. The text to be translated (cf. Table 3 in Appendix) is also divided into different parts, A, B, C, D and each student is given one. Then, students with part A work together and translate the text they have. Students with part B work in the same group and translate its part, and so on.
- Once the groups finish translating their parts, they go back to their original group to put all the different translations of the text together and to make the necessary changes to adapt them so as to make the text sound natural.

3. Post-translation stage:

- Students discuss the difficulties they have encountered while translating and explain how they have solved them. Likewise, students explain the changes they have made to adapt the whole text once it has been translated.
- Once the students have finished the translation and discussion, they work individually and they read the text in English. Then, students are shown different sentences; they have to match them to the correct person according to the information previously read.
- Finally, students learn about the various linkers included in the text and they complete different activities about them.

With this translation activity students learn how to negotiate and respect other people's points of view at the time they discover and learn new vocabulary and grammar structures in real contexts of use. In this sense, translation provides students with real input and offers them realistic opportunities for output.

3.3.4. *What's the mistake?*

In relation to spoof translation, an activity to find out mistakes may be applied with intermediate students¹ and must be developed as follows:

¹ This activity has been adapted from my previous Master's Dissertation entitled *The Role of Translation in Foreign Language Learning and Teaching*.

1. Students brainstorm typical mistakes that Spanish speakers make when learning English and try to think why.
2. Students then watch a video where two English teachers instantiate typical mistakes of Spanish learners of English and where they also suggest different sentences for the learners to translate as they watch the video. After that, the teacher shows the common mistakes and the correct translation and students check if they have made these mistakes.
3. Finally, students watch another video where the well-known singer Jennifer López appears making some mistakes while she speaks in Spanish and students must take notes of them and try to understand why she makes them.

This activity makes students realise their mistakes and errors in a conscious way since they are shown why these mistakes are made and, in the same way, they are also expected to give reasons for them.

In this regard, we may confidently say that presenting typical mistakes with their rationale shall make students avoid them in the future and shall help them develop consciousness when it comes to making mistakes which, at any rate, shall be reduced in the long-term.

3.3.5. *Where are we?*

Dealing with culture, translation constitutes a fundamental pillar so as to make learners approach different traditions and cultural elements that the language they are learning entails. In this respect, we may propose the next activity² to be developed with intermediate and advanced learners:

1. Students are given different photos of well-known cities' landmarks (cf. Table 4 in Appendix) and they, in groups, have to look for information about these cities, thus including important monuments, typical food, remarkable people that lived there, the weather, history or traditions, to name but a few. At this stage the teacher suggests different websites to search for information but, at any rate, students can expand their searches.

² This cultural activity has been adapted from my previous Master's Dissertation entitled *The Role of Translation in Foreign Language Learning and Teaching*.

2. When students finish gathering the relevant information about the city, they write a summary of it in English.
3. After that, the groups exchange their summaries and try to correct them.
4. Finally, the groups translate into Spanish the summary that they have received and corrected, where they shall have to cope with cultural elements and descriptions of the specific city.

3.3.6. *The best joke ever!*

Following this line of thought, culture may also be expressed in one language through puns, jokes, idioms and proverbs, to name but a few. Hence, the following activity for advanced students has been adapted so as to make students realise how difficult it might be to maintain the funny part of a joke when it is translated (cf. Table 5 in Appendix).

1. Students listen and read five jokes and they have to rank them depending on which jokes they consider the funniest ones.
2. Then, students listen to a recording where a journalist talks about the research carried out to discover which joke can be considered the funniest one in the world. When they listen to it, students must answer different questions about the recording.
3. After that, students are divided into groups and they are given one piece of paper with one of these jokes in English.
4. They read it and try to understand it to see in which way it makes people laugh.
5. Then, they try to find the equivalent joke in Spanish, in case it exists, but if it does not exist, students are expected to translate the English joke into Spanish trying to maintain and produce the same feeling in the recipients.
6. Once they have finished, students read their translations, the groups choose which translated joke they like the most and, finally, they discuss the difficulties that they have encountered while translating.

As we have already mentioned, this task provides very useful insights for the students in terms of culture. Jokes show how reality is conceived in different societies, how words can be funny and how meanings can be extrapolated. In this sense, this demanding activity forces the students to understand the jokes in English and, at the same time, to try to keep the light-hearted and amusing tone typical of them.

3.3.7. *How the English dress*

Regarding culture and translation, we find another interesting reading activity for intermediate and advanced students that can be modified in order to introduce translation as part of it (cf. Table 6 in Appendix). In this regard, the different stages of this activity would be as follows:

1. First, students look at different photos to discuss if they think that the people that appear in the pictures are English in the way that they dress, how important the way we dress is and why, and how differently the people in the pictures dress in comparison with their own culture and dress traditions and trends.
2. After that, students work in pairs to decide if different sentences are true or not and why.
3. The text is not organised and, as a consequence, the next step of the task implies that the students, in pairs, order the different paragraphs and check with the class when they finish.
4. Once the text is ordered, students read the first paragraph of the text to check if their answers for the previous *true or false* sentences are correct or not.
5. Then, students read the whole text and choose between different summaries which the best is.
6. After that, students work in groups and try to guess the meaning of various words and find an equivalent in the L1.
7. The different groups are given a paragraph of the text to be translated. Once all the groups have finished their translation, students work together to organise the translation of the whole text and adapt any content that might need it.
8. Finally, students discuss the difficulties that they have found when translating and mention any other aspect that they find remarkable.

Needless to say, with this activity students reflect about the way people dress and, more specifically, they compare how English people dress when compared with their own dress trends and habits.

Furthermore, it is worth mentioning that students are also expected to deduce the meaning of different words from the context and find equivalents, order the diverse paragraphs of the text and choose the best summary for it; in this sense, the main goal of this task is to allow students to develop strategies such as scanning, skimming and deducing meaning from context through the implementation of translation.

3.3.8. *What's the title?*

As another activity for advanced and intermediate students, films could play a pivotal role and, more specifically, the translation of the title of different films.

1. Students first discuss with the whole class the importance of the cinema and the film companies in the current society. For that, they first take notes and then, they present their ideas supported by various arguments.
2. Students then work in pairs. The teacher shows two lists, the first one containing a range of different titles of films in English and the second one including some other titles in Spanish. The English films and their corresponding Spanish translations are the following ones:

Beverly Hills Ninja	<i>La Salchicha Peleona</i>
Ice Princess	<i>Soñando, soñando, triunfé patinando</i>
Braindead	<i>Tu Madre se ha comido a mi Perro</i>
The Pacifier	<i>Un Canguro Superduro</i>
Die Hard	<i>La Jungla de Cristal</i>
Knight and Day	<i>Noche y Día</i>
Eternal Sunshine of the Spotless Mind	<i>¡Olvídate de mí!</i>
Bad Boys	<i>Dos Policías Rebeldes</i>
The Naked Gun	<i>Agárralo como puedas</i>
Rosemary's Baby	<i>La Semilla del Diablo</i>
Airplane!	<i>¡Aterriza como puedas!</i>
The Shawshank Redemption	<i>Cadena Perpetua</i>
Inside Man	<i>Plan Oculto</i>
What lies beneath	<i>Lo que la Verdad esconde</i>
Zero Dark Thirty	<i>La Noche más Oscura</i>

3. Once students have seen the titles they must discuss with their partners which Spanish translation corresponds to each English title. It is at this moment when students must give arguments for their choices.
4. Students then check if their choices are correct.
5. Finally, once students know the correct translation they work in pairs and try to think why the titles have been translated in that way and which difficulties they might have posed when being translated.

Therefore, culture is included by means of translation and this task shows the students the reality between the profession of translating and how difficult it might be to translate different meanings and conceptions from one language into another.

3.3.9. *Ben's brasserie*

Apart from that, food constitutes another central aspect in terms of language culture. It also shows how different our traditions are and it undeniably gives clues about our lifestyle. Having mentioned that, it is worth including another activity adapted so as to give way to translation. Overall, the activity would consist in the translation of an English menu into Spanish (cf. Table 7 in Appendix). Thus, advanced students would be expected to:

1. Work in groups and brainstorm typical food and dishes in England and in Spain.
2. Once they finish brainstorming ideas, students are given the English menu and they read it.
3. With the food included in the menu, students then complete a chart divided into *Ways of preparing food / Vegetables / Fruit / Sauces and dressings / Fish and seafood*. After that, they try to find equivalents for the L1 food vocabulary.
4. As a help for the translation, students search for glossaries related to food in both the L1 and the L2.
5. Finally, students in groups complete the translation of the menu, design the presentation of it and discuss the main problems that they have found while translating.

This activity would offer students the possibility to discover the existing differences in the eating traditions of the L1 and the L2 cultures and how complicated translation is when it comes to food, since, in the vast majority of cases, there are no equivalents for typical dishes and recipes in the L1 and in the L2.

3.3.10. *Translate...and translate back again!*

As for back translation, intermediate students could complete the next activity. Students are given an excerpt taken from *The Boy in the Striped Pyjamas*, by Jonh Boyne (cf. Table 8 in Appendix) and they have to translate it into Spanish by following the steps previously detailed in section 3.2. Finally, they translate their Spanish text into English again, and they compare it with the original text.

By completing this back translation activity, not only would students discover connectors and new vocabulary, but past tenses would also be reviewed, thus including the past simple and the past perfect, both of them used within the text.

3.3.11. *The language we use modifies our perception of time*

To finish with this section of activities it is necessary to mention an example of a reverse translation application. Thus, in terms of reverse translation, an activity for advanced students would comprise the following steps:

1. Students read an article in Spanish and try to grasp the general idea (cf. Table 9 in Appendix).
2. Students reflect upon the unknown words or expressions that they think that may pose some difficulties to translate into English and they try to look for an equivalent in the L2.
3. Once they have finished, students in groups write a summary of the article in English.
4. Finally, students discuss the difficulties that they have found while translating and any remarkable aspect that they want to highlight.

In conclusion, we may say that the goal of translation within the second language classroom is to provide a communicative, thought-provoking and fun activity that helps learners delve into the language and improve not only the foreign language skills, but also the mother tongue components. At any rate, however, it should be considered as a complementary resource that must be adapted to the students', the teacher's and the classroom' needs and that expedites the language learning process.

4. CONCLUSIONS

Within the next section we shall try to summarise the main ideas developed throughout this study so as to make them clear and highlight the strengths that they entail but, at the same time, we shall include in which ways this study could be improved and which its limitations have been. In order to do that, different subsections will be comprised thereupon.

4.1. Recapitulation

On the whole, we may say that the study of culture gives us the opportunity to broaden our horizons, accepting and respecting otherness, or, in other words, people's traditions, customs and ways of thinking different from ours. Consequently, it is of utmost importance to understand that there are as many various worldviews as people in the world, and that all these worldviews constitute but another perspective to be included in the notion of culture.

In short, culture, must be regarded as a central, holistic and all-inclusive concept which attempts to give meaning to the different conceptions of the world and which shall give students a sense of competency and accomplishment.

In this sense, were individuals to bring their own cultural experiences together and to compare them with other people's culture, they would construct their cultural identity. As a result, learners would engage the process of learning a new language, which, undoubtedly, would become meaningful and would favour life-long learning, as well as the development of the essential notion of sociocultural competence.

In the globalizing world where we live, translation is an activity that takes place almost every day in all types of daily contexts and, therefore, students perform more frequently than you might think. In this respect, making it explicit can do but improving learners' understanding of it as a procedure to facilitate communication which, in any case, is the goal of all language teaching methodology.

With this in mind, the first section of this study has included the general misconceptions surrounding the notion of translation and its erroneous association with the Grammar-Translation Method.

Furthermore, the second section has presented the main differences between professional and pedagogical translation; the diverse types of pedagogical translation that exist; their application and advantages within the classroom; the undeniable relation between

culture and translation; and the importance of the latter in terms of transfer, which is not limited to interference but it also leaves room for positive transfer.

Likewise, the third chapter has been oriented to the presentation and analysis of different practical proposals of translation activities. Thus, once we have highlighted all this information, we should now present the results that we have achieved.

4.2. Results

This research has proved the myriad of benefits surrounding the procedure of translating in the language classroom. Likewise, following the existing works treating this topic, not only does translation lead to an enhancement of writing and reading skills, but it also results in the improvement of listening and speaking abilities. Thus, the present investigation has been immersed in a process of reassessment of pedagogical translation, which, at any rate, has presented it as a bridge to connect both languages and cultures.

Furthermore, it has been substantiated that, either consciously or unconsciously, associations with the mother tongue are always present when learning a foreign language and that translation, in this scope, may benefit learners in that it can make them establish appropriate relationships between the L1 and the L2. As such, translation may help learners recognise errors due to interference and take advantage of the positive transfer ensuing from the use of one's own language.

Finally, the practical part has unveiled the possibility of translation taking place within the second language classroom and facilitating the process of language learning by means of the different proposals of activities that have revealed how translation can be motivating, appealing and gripping for second language learners.

4.3. Pedagogical implications and limitations

The previous results bring to light the wide range of advantages that this research has proved to lead to. Having mentioned that and in line with the aforementioned intended contribution, it should be regarded as a priceless resource in terms of the second language classroom and all which surrounds it.

Following this, it provides teachers, students, materials writers, other researchers and even me myself as the author of this project with valuable insights when it comes to translation activities and strategies since various proposals are analysed and presented here on

the basis of the review of relevant existing works dealing with translation and, more specifically, with pedagogical translation.

However, it is also worth mentioning that the present investigation has been restricted in terms of the data analysis, which is qualitative and therefore interpretative rather than objective, and its cross-sectional nature, which intends to examine and gather information at a particular point of time and which, therefore, is highly limited in terms of time.

4.4. Lines for future research

To finish with this research project it is necessary to present how it could be taken as the starting point for future investigation. Hence, once we have shown the different limitations of the study we may confidently claim that further research should take account of the previous factors so as to provide a complete and all-inclusive view of the subject including more objective results.

In light of the above, this research project could be carried out with a group of students during a long period of time; it could include questionnaires or any other research tools to present the data in an objective way; and the various activities proposed could be implemented within the second language classroom so as to show the real effects of their application.

Nevertheless, although too much work is still pending to shed light on the issue of the benefits surrounding pedagogical translation, it seems clear that its reappraisal and acceptance is already a fact, and both teachers and students should be amenable to profiting by it.

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6. APPENDIX

I DIDN'T GET WHERE I AM TODAY WITHOUT...

Successful people talk about their inspiration and motivation

A: Anna Patchett, US
novelist

Revenge is a terrific motivation force for young creative people and it certainly kept me going right through to the publication of my first novel. I'd been late to learn to read, and as a result the nuns at my school in Tennessee had me marked down as being somewhere between slow and stupid. They taught me for 12 years and even after I'd caught up and got smarter, I was still thought of as dumb. "They'll be sorry when they discover I'm a great writer", I'd say to myself. "In retirement, the single thing they'll be most proud of will be that they had me as a pupil". And so it continued right through into the workplace where, in my first teaching job after leaving graduate school, the male head of the department would come to me whenever the secretarial staff were off. "Type this up for me, will you, Ann?" He'd said habitually. "One day", I would think, gritting my teeth, "One day..."

B: John Malkovich, US
actor, producer and
director

There must have been something unique or, at least, different about me as a boy, because I recall it would sometimes amuse my brother and his friends to throw beer cans at me. Why? Because of the clothes I wore, which they didn't like, or because I wouldn't do whatever it was that they wanted me to do, or just because it was fun. But being different is fine. It was my father who encouraged me in the notion that I and I alone am responsible for my own life, for what I do and don't do, for my opinions and beliefs, and it's proved to be a great source of strength. I'm often asked if I read and take notice of critics. Which ones? Those who love the work? Who hate it? Or are indifferent? As a director, as in life, you have to know your own mind and be prepared to stick to your guns.

C: Marcus Wareing, UK
chef

One of my tutors at Southport Catering College knew Anton Edelmann, the chef at the Savoy, and recommended me to him. I was very nervous of

	leaving my comfort zone and coming to London. I was a loner who'd never made friends because I was always working and, I was happy enough being alone and busy. But I did come to London, and even though it was a very tough environment, I worked like a troupier and was very quick to learn. The hardest part was being away from my family and having to deal with other people while having no management or interpersonal skills whatsoever. So I called my dad every day, to fill him in on the good and bad, and ask him how he would deal with this or that.
D: Paulo Coelho, Brazilian writer	The family is a microcosm of society. It's where your spirit and beliefs are first tested. My mother and father wanted only the best for me and my sister, but had very rigid ideas of what that "best" should be. For me to become a lawyer or even an engineer would have satisfied them, but a writer? Never. I was a determined and rebellious kid, though, and having failed to change my mind by conventional methods, they looked for more dramatic and extreme ones. In this sense, though, I thank them for that. I wouldn't have got where I am without fighting to live the life I wanted for myself. I long since forgave them. We all make mistakes, parents included.
Taken from Oxenden, C. and Latham-Koenig, C. (2010). <i>New English File. Advanced Student's Book</i>. Oxford: Oxford University Press.	

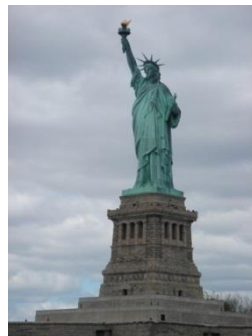
Table 3. Texts for the first translation task (Section 3.3.3.)

CITIES' LANDMARKS

LONDON



LIVERPOOL



NEW YORK

WASHINGTON DC



LOS ANGELES



Table 4. Cities' landmarks photos for the translation activity about culture (Section 3.3.5.)

IS ONE OF THESE JOKES “THE FUNNIEST JOKE IN THE WORLD”?

A worldwide Internet survey devised by psychologist, Professor Richard Wiseman, set out to find a joke which was universally thought to be funny. 40,000 jokes were sent in to a website from all over the world and two million people from 70 countries scored the jokes from 1-5. Which joke was the winner?

1. Did you hear about the man who was so proud when he completed a jigsaw in half an hour? It said “five to six years” on the box.
2. What kind of murderer has fibre? A cereal killer.
3. Sherlock Holmes and Doctor Watson went camping. They pitched their tent under the stars and went to sleep. Some time in the middle of the night, Holmes woke Watson and said: “Watson, look up at the sky and tell me what you see”. Watson said: “I can see millions and millions of stars”. Holmes said: “And what do you deduce from that, Watson?” Watson replied: “Well, if there are millions of stars, and even if a few of those stars have planets, then it’s quite likely there are some planets like ours out there. And if there are planets like earth out there, there might be also life”. And Holmes said: “Watson, you idiot, it means that someone has stolen out tent”.
4. A man goes to the hospital for a check-up. After weeks of tests the doctor tells the man he has some good news and some bad news. “What’s the bad news?” asks the man. “You have a rare and incurable disease”, says the doctor. “And what’s the good news” asks the man. And the doctor says: “We’re going to name it after you”.
5. Two hunters are out in the woods when one of them collapses. He doesn’t seem to be breathing and his eyes are glazed. The other guy takes out his phone and calls the emergency services. He gasps “I think my friend is dead! What can I do?” The operator says, “Calm down. First, let’s make sure he’s dead”. There is silence and then a shot is heard. Back on the phone, the guy says, “OK. Now what?”
Taken from Oxenden, C. and Latham-Koenig, C. (2010). <i>New English File. Advanced Student’s Book</i>. Oxford: Oxford University Press.

Table 5. Jokes (Section 3.3.6.)

WATCHING THE ENGLISH: HOW THE ENGLISH DRESS

Kate Fox, an anthropologist, spent twelve years researching various aspects of English culture in order to try to discover the “defining characteristics of Englishness”. The following is an extract from her book *Watching the English*.

The English have a difficult and, generally speaking, dysfunctional relationship with clothes. Their main problem is that they have a desperate need for rules, and are unable to cope without them. This helps to explain why they have an international reputation for dressing in general very badly, but with specific areas of excellence, such as high-class men’s suits, ceremonial costume, and innovative street fashion. In other words, we English dress best when we are “in uniform”.

You may be surprised that I am including “innovative street fashion” in the category of uniform. Surely the parrot-haired punks or the Victorian vampire Goths are being original, not following rules? It’s true that they all look different and eccentric, but in fact they all look eccentric in exactly the same way. They are wearing a uniform. The only truly eccentric dresser in this country is the Queen, who pays no attention to fashion and continues to wear what she likes, a kind of 1950s fashion, with no regard for anyone else’s opinion. However, it is true that the styles invented by young English people are much more outrageous than any other nation’s street fashion, and are often imitated by young people all over the world. We may not be individually eccentric, apart from the Queen, but we have a sort of collective eccentricity, and we appreciate originality in dress even if we do not individually have it.

In other areas of research another “rule” of behaviour I had discovered was that it is very important for the English not to take themselves too seriously, to be able to laugh at themselves. However, it is well known that most teenagers tend to take themselves a bit too seriously. Would a “tribe” of young people be able to laugh at the way they dress? I decided to find out and went straight to a group whose identity is very closely linked to the way they dress, the Goths.

The Goths, in their macabre black costumes, certainly look as if they are taking themselves seriously. But when I got into conversation with them, I discovered to my surprise that they too had a sense of humour. I was chatting at a bus stop to a Goth who was in the full vampire costume –with a white face, deep purple lipstick, and spiky black hair. I saw that he was also

wearing a T-shirt with “Goth” printed on it in large letters. “Why are you wearing that?” I asked. “It’s in case you don’t realize that I’m a Goth”, he answered, pretending to be serious. We both looked at his highly conspicuous clothes, and burst out laughing.

Taken from Oxenden, C. and Latham-Koenig, C. (2008). *New English File. Upper Intermediate Student’s Book*. Oxford: Oxford University Press.

Table 6. How the English dress (Section 3.3.7.)

BEN’S BRASSERIE	
STARTERS	
Cobb salad	£ 4.95
Grilled chicken, avocado, blue cheese, and rocket with raspberry vinaigrette	
Steamed mussels	£ 6.95
With coconut and chilli	
Grilled sardines	£ 5.50
With parsley, lemon and garlic	
MAIN COURSES	
Thai chicken curry	£ 14.95
Stir-fried chicken, Thai spices, peppers, onions, cashew nuts, and coconut cream with jasmine rice or egg noodles	
Pork sausages	£ 12.95
With garlic mashed potatoes and onion gravy	
Herb crushed lamb chops	£ 13.50
With potatoes, steamed French beans and gravy	
Smoked haddock	£ 12.95
With mashed potatoes, peached egg and Hollandaise sauce	
Baked aubergines	£ 13.95
Stuffed with basmati rice, pecorino cheese and pistachios	

DESSERTS

Plum and almond tart

£ 5.95

With amaretto custard

Apple and blackberry pie

£ 6.50

With vanilla ice cream

Taken from Oxenden, C. and Latham-Koenig, C. (2010). *New English File. Advanced Student's Book*. Oxford: Oxford University Press.

Table 7. English menu (Section 3.3.9.)

When he first saw their new house Bruno's eyes opened wide, his mouth made the shape of an O and his arms stretched out at his sides once again. Everything about it seemed to be exact opposite of their old home and he couldn't believe that they were really going to live there.

The house in Berlin had stood on a quiet street and alongside it were a handful of other big houses like his own, and it was always nice to look at them because they were almost the same as his house bit not quite, and other boys lived in them who he played with (if they were friends) or steered clear of (if they were trouble). The new house, however, stood all on its own in an empty, desolate place and there were no other houses to be seen, which meant there would be no other families around and no other boys to play with, neither friends nor trouble.

The house in Berlin was enormous, and even though he'd lived there for nine years he was still able to find nooks and crannies that he hadn't fully finished exploring yet. There were even whole rooms –such as Father's Office, which was Out Of Bounds At All Times And No Exceptions– that he had barely been inside.

Boyne, J. (2006). The New House. Excerpt obtained from *The Boy in the Striped Pyjamas: a fable*, p. 10-11. New York: David Flicking Books.

Table 8. Excerpt taken from *The Boy in the Striped Pyjamas* (Section 3.3.10.)

EL IDIOMA QUE USAMOS ALTERA NUESTRA PERCEPCIÓN DEL TIEMPO

¿Cómo percibes el paso del tiempo? Según este estudio, el lenguaje tiene mucho que ver. Si te manejas bien en otro idioma o has vivido alguna vez en otro país, seguro que más de una vez has pasado por apuros al no encontrar las palabras adecuadas para expresar algo que en castellano es sencillo, o a la inversa: has aprendido alguna palabra o frase en el nuevo idioma que define a la percepción un concepto difícil de expresar en nuestra lengua.

Los idiomas son algo más que meras palabras que definen objetos o acciones: suponen la representación del mundo para una cultura determinada, e incluso en las lenguas occidentales podemos encontrar diferencias significativas. Ahora bien: ¿qué sucede con las personas bilingües, que manejan a la perfección dos idiomas distintos? Pues bien, según un estudio que publica la revista *Journal of Experimental Psychology: General*, todo depende de la lengua que estén empleando en cada momento.

Diferentes formas de expresar el tiempo

En concreto, los científicos estudiaron cómo cambia la percepción del tiempo según la lengua que se use. Algunos idiomas como el sueco y el inglés marcan la duración del tiempo refiriéndose a distancias físicas: un descanso corto (*short break*), una boda larga (*long wedding*). Sin embargo, en griego y en español somos más proclives a describir la duración de un evento con cantidades más que con distancias: un pequeño descanso, una gran boda, etc. Percibimos el paso del tiempo como un aumento de volumen.

En el estudio participaron personas cuyo idioma nativo era el sueco, pero que también dominaban a la percepción el español. La prueba consistió en estimar cuánto tiempo había pasado mientras se observaba una línea que crecía a través de la pantalla o bien un envase que se iba rellenando poco a poco. Y los resultados fueron reveladores: cuando la pregunta era planteada en castellano, los voluntarios calculaban el tiempo transcurrido basándose en el volumen del envase. Y si se formulaba el problema en sueco, los participantes usaban la longitud de la línea para hacer su estimación.

"El lenguaje puede alterar nuestra percepción del mundo y, en este caso, hacer que experimentemos el paso del tiempo de una forma muy específica en función del idioma empleado", afirma Panos Athanasopoulos, lingüista de la Universidad de Lancaster y uno de los autores del trabajo. "El hecho de que las personas bilingües sean capaces de cambiar

desde una percepción a otra sin apenas esfuerzo y de forma totalmente inconsciente demuestra la facilidad con la que el lenguaje puede influir en nuestros sentidos más básicos, alterando nuestras emociones, la percepción visual y, como acabamos de demostrar, hasta el sentido del tiempo".

Si utilizas un lenguaje positivo te sentirás más optimista y también producirás esa

sensación en quien te escucha

Esta investigación supone otra evidencia más de la importancia del lenguaje sobre la forma en la que nos comportamos, percibimos el mundo e incluso nos relacionamos con los demás.

No hace falta cambiar de idioma: muchos estudios de comunicación verbal están analizando el efecto que tiene, en una misma lengua, el distinto uso de las palabras para comunicarnos. Así, si utilizas un lenguaje positivo te sentirás más optimista y también producirás esa sensación en quien te escucha, pero si te quejas constantemente o te expresas en negativo verás la vida en negro. En ello se basan también los defensores del lenguaje inclusivo, que afirman que, si se generalizase un lenguaje no sexista, la actitud de la sociedad sería menos discriminatoria hacia las mujeres.

González, V. El idioma que usamos altera nuestra percepción del tiempo. *MuyInteresante*.

Retrieved from <http://www.muyinteresante.es/cultura/arte-cultura/articulo/el-idioma-que-usamos-altera-nuestra-percepcion-del-tiempo-721495707125> 01/07/2017.

Table 9. Article in Spanish (Section 3.3.11.)