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Trabajo Fin de Máster

THE ROLE OF TRANSLATION IN FOREIGN LANGUAGE LEARNING AND TEACHING

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A. ABSTRACT AND KEY WORDS

ABSTRACT

Translation was severely outlawed from the foreign language classroom for a long period of time. However, this denial overlooked the numerous benefits that its implementation provides students with. In this sense, over the last years, translation has started to find its place within the language classroom and it is now regarded as a useful resource to be applied for learning a second language.

The key has been the consideration of this resource as complementary to the four skills of language, these being those of speaking, writing, listening and reading. For this reason, pedagogical translation is now taking a prominent place in the different approaches implemented in second and foreign language teaching as a further tool to facilitate language learning.

KEY WORDS: pedagogical translation, Teaching English as a Foreign Language (TEFL), language learning, language acquisition, resources in the language classroom.

RESUMEN

Durante un largo período de tiempo la traducción estuvo totalmente prohibida en las clases de lengua extranjera. Sin embargo, esta negación no hacía sino pasar por alto los numerosos beneficios que su implementación aporta a los alumnos. En este sentido, durante los últimos años, la traducción ha empezado a encontrar su lugar dentro del aula de idiomas y hoy en día es considerada como un recurso útil para ser aplicado a la hora de aprender un idioma.

La clave ha consistido en considerar este recurso como complementario a las cuatro destrezas de la lengua, a saber, hablar, escribir, escuchar y leer. Así pues, la traducción pedagógica está actualmente creciendo en importancia dentro los distintos enfoques puestos en práctica en la enseñanza de lenguas extranjeras como una herramienta más para facilitar la adquisición del idioma.

PALABRAS CLAVE: traducción pedagógica, enseñanza de inglés como lengua extranjera, aprendizaje del idioma, adquisición del idioma, recursos en la clase de idiomas.

B. STATE OF THE ART

1. INTRODUCTION

The aim of the present paper is to portray the current role of translation in foreign language (FL) teaching as well as the different stages which translation has undergone over the last years in order to provide a renewed image of this procedure, and outline all the benefits that its implementation within the classroom involves.

Translation is an activity that has been neglected over a prolonged period of time owing to the major influence that the Grammar-Translation Method and its application within the classroom had on foreign language teaching. The historical analysis of the evolution of translation over the years allows us to identify and understand the key elements that have marked strong stages of discredit of the concept.

Nevertheless, the application of translation within the Grammar-Translation Method and all the subsequent approaches that followed it offers but a footnote of all the different ways in which translation can be exploited within the educational context.

For this reason, this paper is focused on analyzing the role of translation within the different approaches that have been implemented in the language classroom, reassessing its role, as well as providing support for the arguments in favour of its introduction within the language teaching classroom.

On a different level, it is widely believed that when we speak about translation we are referring to a professional activity, even in the educational context. However, the type of translation that is implemented within the classroom has little or even nothing to do with professional translation, and it is known as pedagogical translation.

The main goal of pedagogical translation, or in other words, the type of translation undertaken in the language classroom, consists in a didactic objective, since it is devoted to the teacher and the students. Thus, it pursues the comprehension of the students, and the improvement of the second language.

In this sense, the aim of this kind of translation is to facilitate the acquisition of the new language while enjoying it at the time. In other words, it is not focused on the creation of a good result, which is the aim of professional translation.

In this sense, this paper is also focused on explaining the existing differences between professional and pedagogical translation and developing different types of activities that may be implemented in the language classroom. To fulfill this purpose, we have based ourselves on the literature review of different works dealing with this

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issue. In this respect, and according to the gathered data, this is a soft and non-experimental research, as it is not focused on the empirical data collection but on the review of the theory related to this issue.

This is also an applied research due to the fact that we have devised a didactic unit focused on the use of some translation activities in the foreign language classroom. Finally, it is also a primary, synthetic and deductive research, as it gives an overview of the current role of translation and the different ways to use it.

All in all, this paper tries to verify the idea that translation needs to be reintroduced in language teaching since it can provide students with benefits that other procedures do not.

The different sections into which this paper is divided will show how the role of translation has changed since its inception. We shall witness how the position of translation within the classroom has changed from its complete denial to its undeniable reappraisal these days.

In this regard, a large number of arguments against its use will be counteracted by listing a far larger number of positive arguments in favour of its application within the language teaching approaches, and more specifically, within the foreign language classroom.

Thus, the structure of this paper is divided into eleven different sections which are organized as follows:

- The section that follows the abstract and the introduction is focused on the literature review; this would be the second part of the paper and it is subdivided into different sections whereby a historical review about the role of translation is done regarding the main methods in which translation took part.
- Likewise, whereas in the third section the concept of translation and the arguments in favour of its implementation are explained, the fourth section is devoted to explaining the current position of translation within the second language classroom.
- Within the next section, which is the fifth section, some activities are suggested to be introduced within the second language classroom
- This previous section would be followed by the conclusions and some recommendations for further research.
- To conclude, the different perspectives, inquiry procedures and materials reviewed in the research are put into practice in the didactic unit in terms of activities for the second language classroom, and finally, the bibliographical references and the annexes.

2. HISTORICAL BACKGROUND

The current position of translation has been conditioned over the years by the different methods and approaches that have been implemented in foreign language learning and teaching. For this reason, there is no point in defining the existing situation of translation without making a historical review of the evolution of this concept and its place in the classroom.

First of all, it is needed to state that translation has undergone a process whereby it has changed from being the most suitable resource implemented for learning a language, to becoming an outlawed procedure in practically every single teaching method.

According to this, it is crucial to understand the reasons for avoiding its use over the years as well as to explain the advantages that this procedure can provide learners with. Thus, the best way to put us in the picture is by describing the various stages of the evolution of translation. In this sense, the purpose of the following pages is to provide an overview of the main methods in which translation has taken part to a greater or lesser extent.

2.1. THE GRAMMAR-TRANSLATION METHOD

During the 20th century, the use of translation in the language classroom was rejected due to the major influence that the Grammar-Translation Method had had thus far. This was the main method implemented from the end of the 19th century until the 20th century.

This method laid emphasis on grammar, accuracy and writing. Moreover, one of its main objectives was enabling students to read the literary classics of the foreign language that they were learning (Cook, 2012, p.9). Consequently, this method focused on writing and reading skills, thus putting aside any other aspect related to communication.

As Cook (2012) suggests, the Grammar-Translation Method was based on teaching grammar deductively and on making word-for-word translation exercises with large amounts of vocabulary and grammar constructions seen before; there was no room for creativity nor fluency. The rules of the language were first explained to the students in their mother tongue. After that, students learnt these rules by heart and put them into practice through activities, which could contain only vocabulary and structures previously seen. Proceeding like this, imagination was hindered.

Nevertheless, this method also had some assets. Due to the fact that it is focused on exercises with vocabulary and grammar which had previously been presented, there was no room for surprises. Moreover, it could be the best approach

for teachers who were not proficient in the language that they were teaching, since lessons could be planned by simply following the book (Cook, 2012, p.14).

Thus, the Grammar-Translation Method is closely related to *what* to teach instead of *how* to teach it. Besides, the implementation of translation only consisting of word-for-word exercises and equivalents is solely restricted to this method. Consequently, it does not make sense to outlaw the use of translation on the whole as if the only way to be implemented was that of the Grammar-Translation Method.

2.2. OPPOSING THE GRAMMAR-TRANSLATION METHOD: THE REFORM MOVEMENT

The consequences of the implementation of the Grammar-Translation Method led to the appearance of different methods which completely opposed the former. The Reform Movement was the first approach that criticized the way in which a foreign language was taught according to the Grammar-Translation Method.

The arguments were based on the grounds that it did not take into account the communicative aspects of language, it encouraged false notions of equivalence and it used isolated sentences rather than connected texts, so that it was based on form rather than meaning. Translation was used as a means to enable the students to read literary works and to learn about a language but not about how to use it.

It is also important to mention that this theoretical rejection of translation during the 20th century had to do with the democratic and economic changes that were taking place all over the world: immigration to the United States, the increasing world trade and tourism, and the growing dominance of English as a global language (Cook, 1998; Cook, 2012). This resulted in the presence of immigrants coming from different parts of the world, so that the English lessons had to cater for people with different linguistic backgrounds and mother tongues, making translation impossible.

People needed to learn a new language fast and to be able to communicate properly in order to survive, prosper and get a job in their new homeland. That was the reason why a new type of language learning institution was developed: the private language schools, most notably the Berlitz Schools.

The ideas put into practice in this type of schools were those based on the supremacy of native teachers, the focus on speaking and the strict following of the guidelines of the textbook. These ideas were the main pillars of the so-called Berlitz Method, considered as “the first true hard-line rejection of translation” (Cook, 2012, p.6).

Following Cook (2012, p.7), it must be claimed that although it is true that the Reform Movement and the Berlitz Method were closely related, they also had a

significant difference. Their focuses of attention, as well as their objectives, were largely different. Whereas the Reform Movement focused its attention on language teaching in secondary schools and was based on pedagogic concerns, the Berlitz Method was developed for commercial reasons in order to cater for clients.

Nevertheless, the ideas of these two approaches, one academic and one commercial, “merged to yield a strong and coherent new programme for language teaching which became known as the Direct Method” (Cook, 2012, p.7).

2.3. THE DIRECT METHOD

All these oppositions to the Grammar-Translation Method led to the subsequent appearance of The Direct Method, an approach that emerged between 1850 and 1900 and which was based on the exclusive use of the FL in language teaching, and the proscription of the L1.

This method was characterized by changing from literary language to the spoken everyday language, and by learning grammar inductively. It was considered the best way to achieve native-like fluency and it was a means to overcome the overreliance on the L1.

Taking into account the criticism towards the Direct Method, it can be concluded that there was no room for the utilization of the L1 in the language classroom. Consequently, translation could not be included in the classroom, for it was regarded as damaging for the acquisition of a second language.

The Direct Method was founded on four strong pillars (Cook, 2012, pp.8-9):

- Monolingualism, which refers to language itself and, according to it, only the FL could be used on classroom.
- Naturalism, which is about language learning. This pillar was based on the assumption that a language is better learnt if it comes naturally, and translation and the switch between two languages is not natural.
- Native-speakerism, based on the idea that a native speaker is the best model for students and native-speaker acquisition is the best way to master a language.
- Absolutism, thus meaning the only existence of this method and its unique implementation in the classroom.

According to these four assumptions, the Direct Method was the only route to acquire proficiency in a language, and the only useful tool in the classroom was the FL, as the use of the first language (L1) would result in interferences between the two languages. Nevertheless, it is important to highlight that these interferences that the Direct Method labeled as negative may not be damaging when learning a language and

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that not only negative transfer but also positive one is present when switching between one language and another.

Furthermore, there is a misconception about translation which arises from the assumption of monolingualism. This pillar of the Direct Method assumes that the use of the L1 in the classroom has to be outlawed as it damages FL learning. However, although the rejection of the own-language use in the classroom inevitably implies the rejection of translation, translation is only a specific type of own-language use, as the L1 includes many other aspects apart from translation (Cook, 2012, p.53).

There are also several problems arising from the implementation of the Direct Method. As Stern (1983) quotes:

One has been how to convey meaning without translating, and how to safeguard against misunderstanding without reference to the first language. Another has been how to apply the Direct Method beyond elementary stages of language learning (Stern, 1983, p.460).

This way, we can witness that there are different pitfalls of this method which evince the need for the reassessment of translation in foreign language learning.

2.4. TEACHING BETWEEN 1950 AND 1990

There were many different methods that emerged after the appearance of the Direct Method and influenced foreign language teaching, such as Audiolingualism, Humanistic Methods, The Natural Approach or Communicative Language Teaching.

The purpose of Audiolingualism consisted in the achievement of native-like fluency, so that it was focused on listening and speaking. Consequently, there was no room for implementing translation activities within the classroom.

Communicative Language Teaching also left translation behind, since its main aim was to develop the communicative competence and skills. In order to reach these goals three main principles were established: the teaching should be meaningful, task-based and communicative. Therefore, once again there was no room for translation.

In Humanistic Approaches such as Community Language Learning or Suggestopedia, translation was regarded as a further tool that may be used within the classroom. Regarding Community Language Learning specifically, translation was used by the teacher in order to facilitate the students' understanding. Therefore, translation played an important role.

With the implementation of Suggestopedia, the students learnt the language through relaxed processes of activation of the whole brain. Its main goal was the

creation of comfort and self-confidence within the classroom. In this regard, translation was used when considered necessary to assure understanding.

Concerning other Humanistic methods, such as The Silent Way or Total Physical Response, translation was not used. The main goal of The Silent Way was to maximize the active participation of the students within the classroom. Therefore, the teacher remained quiet the majority of the time. Likewise, Total Physical Response was focused on the repetition of commands and their subsequent performance. Thus, translation did not play a crucial role in these methods, but it was not outlawed either.

Therefore, whereas there were methods and approaches which followed the line of The Direct Method and within which translation was not implemented, there were also some Humanistic Approaches in which this procedure had its space, such as Community Language Learning or Suggestopedia. However, it was only with the appearance of the Lexical Approach that translation grew in significance.

2.5. THE LEXICAL APPROACH

The last significant approach which is going to be mentioned in this paper is the Lexical Approach, which has had a significant influence in the use of translation in the classroom. This method became very popular in the 1990s as a post-communicative approach and it considered the study of a language through lexis (words and word combinations), rather than through grammar.

This approach was devoted to making the students aware of their own learning process by creating an operative environment in which the teacher explained how language works. It focused its attention on the “lexical chunk”, which may be defined as a group of up to eight words that are learned and used as single items, such as collocations, idioms or real expressions, among others.

Consequently, the main focus of this approach had little to do with grammar and rules about a language. Quite on the contrary, this method may be regarded as a revolutionary approach insofar as it considered the lexical chunk as the best suited tool to be exploited in language learning. This way, grammar is given a lesser priority and does not play a crucial role in language learning.

What was prioritized in this method was input, but it was also a teacher-centred approach, since the teacher was considered the best model to provide input to the students –input that must be comprehensible in order to be effective for the students–. According to this approach and contrary to any other previous method, the receptive skills were more important than the productive ones. This fact constitutes a small but significant shift that must be regarded as the first revolutionary attempt to detract from the significance of grammar.

2.6. BRIEF RECAPITULATION

Needless to say, the approaches that appeared against the Grammar-Translation Method began to focus their attention on the communicative aspects of the language. All of them have in common the importance of achieving proficiency and ability to communicate properly and be understood, rather than learn the rules or even the grammar of a language, that is, learning about language itself.

Despite communication being the most important goal of language learning, this does not mean that any other aspect can be overlooked, since mastering a language must join every single skill and component that a language contains. Successful communication implies well-structured sentences with appropriate language regarding the context. For this reason, translation should be incorporated in language teaching as an aiding resource to reinforce some aspects of a language for which it is especially beneficial.

Furthermore, following the ideas of Cook (2001), this attitude against the L1 was undeniably a clear mainstream element in 20th century language teaching methodology. As aforementioned, almost every method was based on achieving native-like fluency, and all of them were in favour of the avoidance of the L1, but the most important point to take into account is that these methods were more focused on avoiding the use of the L1 than in using the FL. They rejected every single strategy related to the use of translation in second language teaching, relating its use to that of the Grammar-Translation Method.

Although there were many methods against the use of translation, such as The Reform Movement, the Berlitz Method and the Direct Method, there were others, such as The Lexical Approach, which began to reveal little nuances of the favourable use of translation and positive aspects of this procedure in foreign language acquisition. Thus, translation began to make a space for itself in the classroom and to overcome the negative aspects associated with it.

Moreover, almost every criticism to translation took for granted that it was going to be implemented as in the Grammar-Translation Method, ignoring the different ways to take advantage of this useful tool in foreign language teaching, and overlooking the different types of translation that exist (Cook, 1998).

This seems to have changed during the last years since translation seems to be making a name for it among the procedures used in foreign language classrooms. This may be the result of the wide range of possibilities that translation can offer and the positive aspects that its implementation implies, as we will try to show throughout this paper.

3. BUT...WHAT EXACTLY IS TRANSLATION?

First of all, if we are going to speak about translation, we must give a definition of what translation really means. The popular view of translation is that it is a process whereby a transfer of meaning takes place between two languages.

However, this definition has some pitfalls, since not everything in one language has an exact equivalent in another. For this reason, translation has to be regarded not only as a transfer of meaning, but also as a transfer of cultural knowledge. When there is no equivalent for one concept, we have to understand it and explain its meaning, so that translation is far from a simple transfer of word meanings.

Additionally, it is necessary to consider that speaking about translation is closely related to dealing with concepts that some people may not be familiar with. It is important to know that when translation takes place, there is always a “source language” and a “target language”. The source language may be defined as the original language that takes part in the process, whereas the target language would be the language into which the source language is translated.

Following this line, we can encounter some other new concepts such as “source” and “target text”. If we bear in mind how the concepts of source and target language defined above, we can assume that when we speak about source text –often abbreviated as ST– we refer to the original text, and that the target text –or TT– may be defined as the product of the translation of the source text into another language.

Therefore, translation deals with two languages that interact and that are related to each other, because, at the time of learning a new language, there is always an undeniable connection with previous knowledge.

Finally, it is important to understand that when we speak about translation, it is widely accepted that we refer to professional translation, which is in fact considered by many as the only way to translate. Translation in this sense is regarded as the process whereby a professional translator conveys the meaning of one text into a different language in order to enable the audience to experience the same feeling than the original does with the audience of the source text.

Therefore, professional translation is devoted to maintaining the feeling that the original text creates, and for this reason it needs to take into account the context in which it takes place, and the audience to whom is intended. All in all, it is mainly focused on the creation of a polished perfect product, this meaning a polished and perfect translation.

Nevertheless, we need to highlight that there are different types of translation and that pedagogical translation, which differs greatly from the former, is the one we are talking about.

3.1. PROFESSIONAL VS. PEDAGOGICAL TRANSLATION

In an educational environment, students are expected to acquire a number of skills which will allow them to transmit and understand messages or, in other words, to communicate.

Nowadays, the widespread rejection against translation in education is due to the assumption that it is completely disconnected from communication. Nevertheless, translation could be considered as yet another skill along with those of speaking, listening, reading and writing (Witte et al., 2009, p.33). A person who masters a foreign language has the capability to interpret messages in this language and to produce them into his/her mother tongue, to understand and to adapt them depending on the context. All in all, this person has the capability to translate.

Following the ideas of De Arriba (1996), it is worth noting that when we speak about translation in language teaching, we are not thinking about professional translation, but pedagogical translation, which differs significantly from the former. Pedagogical translation is the translation that takes place in the language classroom, and it has specific characteristics that are inherent to it. The goal of this type of translation is mainly didactic, and it is primarily intended for the students and the teacher.

Whereas professional translation is focused on the transmission of one message from the source language to the target language, pedagogical translation is based on the comprehension of the students, and the improvement of the foreign language. Therefore, the purpose of pedagogical translation consists in making the students understand rather than making a reader or listener understand, which would be the objective of professional translation (De Arriba, 1996, pp.275-276).

In view of this, although pedagogical and professional translations share some similarities, we can state that their nature differs from each other. As the table below shows, their objectives are rather different: pedagogical translation is nothing but a means to transmit the language, irrespective of the quality of the translation itself, whereas professional translation is focused on the product which will be given to the receivers.

Furthermore, the context of both types of translation is also highly different. Pedagogical translation does not take into account so deeply the situation or the environment in which translation takes place; its aim consists in letting the teacher

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know to what extent the student has understood. Although it is important to consider the context in which the text takes place so as to understand it, it is not as essential as in professional translation.

On the contrary, a translation made in the professional scope is devoted to having the same impact on its audience than the original text. For this reason, it has to be intrinsically related to the parameters of the situation in which it appears, to the type of receiver, to the type of vocabulary or to the type of text, among others.

Additionally, the text does not have to be entirely understood in the case of pedagogical translation; having grasped the gist of the text is enough. On the other hand, a professional translator is expected to understand the text completely in order to create a good product.

Thus, to summarize all these ideas it is worth including the following table which compares these both types of translation:

	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 for the students	It is an end in itself, since its purpose is that of transmitting one message which has to be understood by its audience
Situation of communication	Translation takes place for the teacher. It is also possible to translate a produced text, "neutralized", without context	Translation only takes place when the parameters of the situation are known: where should the text appear? For which type of readers?
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
Sense of translation	Version or theme	It only occurs in the sense language 2 language 1

Table 1. Pedagogical vs professional translation. (Grellet 1991, p.13, in De Arriba, 1996, p.276. Translation by author).

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Therefore, it should be clear that introducing pedagogical translation in the classroom has nothing to do with the type of translation that a professional does. The rationale for pedagogical translation is that of communication. Thus, it cannot be related to professional translation, which is focused on creating a target text as similar as possible to the source text. As we shall strive to demonstrate later on, pedagogical translation can add many advantages as far as language teaching is concerned.

In addition to this, special attention must be given to the taxonomy that De Arriba (1996) offers about the different types of translation that can be exploited in the classroom as a means to facilitate foreign language learning. We include them below, in the order in which they typically take place:

- Explanatory translation: used by the teacher in order to make students understand meanings, instructions or explanations and whose main objective is pedagogical. Occasionally, the teacher can demand its use from the students in order to check their understanding.
- Interiorized translation: students understand the FL by translating into their L1, either consciously or unconsciously. Especially in the early stages of learning new languages, learners tend to translate instantaneously in their minds to interiorize new knowledge and associate it with previous one.
- Translation of texts: this third type of translation is based on providing students with reading and writing skills, by translating different texts into the L1. This type of translation offers learners the possibility of working with essential aspects of language such as grammar, structures or even vocabulary.

In addition to these three types of translation that De Arriba suggests, we must include that of inverse translation, or in other words, translation into the FL. This type of translation may be quite useful for students in order to let them know how the structures between the two languages differ and it also provides them with skills to paraphrase and overcome linguistic difficulties.

In view of this, we can distinguish different ways whereby both students and teachers can benefit from introducing translation in the language classroom. All these uses of translation offer distinct advantages depending on the context, but all of them are devoted to facilitating FL learning. Furthermore, not only does pedagogical translation embrace linguistic aspects but it also takes into consideration cultural issues, as we shall explain later on.

3.2. OBJECTIVES OF PEDAGOGICAL TRANSLATION

Having explained the four different types of translation that can be introduced within the language classroom –explanatory, interiorized, translation of texts and inverse translation-, it is essential to enumerate which the purposes of translation are.

De Arriba (1996, p.281) provides different reasons for which translation ought to be introduced within the classroom. These reasons include the following:

- To improve comprehension: translation is a means to enhance comprehension, since by means of translation the teacher and even students can check if they have understood an utterance, either written or oral.
- To enhance the FL: as long as the FL deals with the previous knowledge of the L1, translation may help the teacher to take advantage of both languages to improve the learning of the new language.
- To cope with difficulties of interference: translation can be exploited in order to overcome problems of interference between languages, since it provides the students with different strategies for dealing with expressions, structures or words that do not work in the FL in the same way than in the L1.
- To reflect upon the L1: as we have mentioned before, the FL shares space with the L1; therefore, when translating, not only do students learn about the FL, but they also reflect upon their own language. Translation opens up doors to the functioning of the L1 and consequently, the improvement of the mother-tongue results in the mastering of the FL.
- To acquire the skills of translation: the introduction of translation within the classroom also offers the students the opportunity to learn how to translate. Nowadays, translation takes place in almost every daily situation (please, refer to section 4.4. for more information on this). For this reason, more and more students think about it as a possibility to earn a living. Teaching them how they can translate messages or texts, will give them insight into how professional translation works.

Additionally, following the ideas of Pintado (2012), we must not forget that the Common European Framework of Reference for Languages also mentions translation as a useful skill for communication.

We cannot forget the inclusion of this ability in the Common European Framework of Reference for Languages (CEFR), which although obliquely, it does mention translation as a communicative skill. (Pintado, 2012, p.343. Translation by author).

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Likewise, all the reasons that have been previously displayed offer different goals whereby pedagogical translation can provide a large number of advantages within the language classroom. Overlooking these advantages would do nothing but minimize the possibilities that translation adds to language learning.

To conclude, it is worth highlighting that the type of translation used in the classroom is not focused on the product, that is, a perfect and polished text which reflects the same idea as the original, and which tries to be as accurate as possible to maintain every single nuance present in the source text. Contrary to professional translation, pedagogical translation is entirely based on the process.

According to this, translation is regarded as a means through which students can master their language. Whether they can make an accurate and faithful translation of the text is not important. What matters is that they learn from the process.

In this sense, pedagogical translation has to be regarded as an authentic task that can be implemented within the classroom, since translation takes place beyond educational contexts and allows people all over the world to communicate with each other. Translation cannot be separated from communication but rather it constitutes an integral part of it. In other words, pedagogical translation contributes to communication.

4. THE CURRENT SITUATION OF TRANSLATION: ASSETS AND PITFALLS

As shown in the previous sections, the historical review of translation provides proof of the existence of so many approaches against the use of the L1 in the foreign language teaching. All these approaches were regarded as supporters of a communicative approach, focused on the communicative aspects of a language rather than the rules and the grammar that shape it. All of them advocated fluency and native-like communication over everything else.

After all the methods that emerged against the Grammar-Translation Method and which did not regard grammar as a crucial aspect of language learning, a large number of specialists considered the reevaluation of grammar as required when learning a language, since the communicative aspects were not the only elements necessary to master a new language; by knowing grammar and by creating well-structured utterances with appropriate vocabulary learners can enhance their accuracy.

In view of this, we can assume that the subsequent approaches to the Grammar-Translation Method have started nowadays to be regarded as incomplete since all these methods and approaches overlooked the importance of grammar.

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Several linguistic specialists do not agree with the unique implementation of communicative approaches and they have tried to look for solutions.

Grammar must be regarded in the second language classroom as an essential part of learning a new language; otherwise, the acquisition of the new language will not be complete.

At the time of looking for solutions, translation may seem to be a helpful resource not only for teaching grammar, but also for including aspects related to the four skills of language learning.

As a consequence, translation starts to be reassessed and its incorporation starts to be regarded as appropriate in language teaching. All the arguments against translation seem to have a reappraisal, since the introduction of translation contents in the classroom would add grammatical features and would compensate for the lack of syntactic knowledge, thus enhancing language learning.

However, although there have always been arguments against the use of translation, what is needed here is to highlight the current claims against its use in order to analyze and counteract them. We shall explain them below, together with the advantages that its resource implies.

According to Pintado (2012, pp.342-343), the general rejection against the use of pedagogical translation centres around the following statements:

- **It breaks the monolingualism aimed at the second language classroom;**
- **It is not a communicative task;**
- **It is not a natural method;**
- **It is not motivating and engaging;**
- **It is not an advantageous activity to be used in class since it requires of a vast knowledge of the language;**
- **It provides a wrong conception of equivalence;**
- **It uses decontextualized texts which are not appropriate;**
- **It implies a return to the Grammar-Translation Method since it is focused on the form rather than on the content;**
- **It is a skill independent of those of reading, writing, listening and speaking;**

- **It involves dependence on the first language and interference;**
- **It is not the objective of language learning;**
- **It hinders or restricts people's way to think in the foreign language;**
- **It has nothing to do with the manner in which we learn our own language.**

Table 2. Arguments against translation.

On the other hand, these arguments are contradicted by the following statements in favour of the inclusion of translation:

- **It is a communicative task since interlinguistic communication is a communicative act;**
- **It is a resource which allow students to develop interlanguage awareness;**
- **It is a beneficial contrastive task;**
- **It associates form with meaning;**
- **It is an useful tool in the classroom;**
- **It requires accuracy and it provides new experiences;**
- **It uses authentic material and it allows students to practice subabilities;**
- **It involves a better comprehension of one's mother tongue and culture;**
- **Its analysis provides students with positive aspects;**
- **It is a further approach in language learning;**

Table 3. Arguments in favour of translation.

Besides all these counter-arguments that Pintado (2012, p.343) provides in support of translation, we must also include those of Witte et al. (2009, pp.34-38).

- **Translation is needed, especially with beginners, in order to make them understand what they are listening to.**
- **Translation promotes the learners' ability to expand their range of expressions and vocabulary.**

- Translation provides an understanding of texts and consequently, of language, since it makes necessary for the reader to develop deeper reading and comprehension strategies.
- When translation is used as a cognitive tool, it can counteract the tendencies to transfer structures from the first language.
- It implies improvement of the mother tongue.
- Translation is an integrative resource which includes different difficulties in various levels of language. Consequently, it makes of translation “an activity which is much closer to real life language use” (Witte et al., 2009, p.38).

Table 4. More arguments in favour of translation.

In this regard, we can assume that all the negative aspects that translation might involve are counteracted by those positive aspects that we have shown above. Therefore, although there are several solid arguments against the use of translation, they become somehow neutralized by those thoroughly convincing arguments in favour of translation.

We have been explaining some positive aspects that go hand in hand with the implementation of translation within second language teaching. In order to clarify which are the assets of the introduction of translation within the classroom, it is necessary to summarize the main claims against the use of translation in comparison with the positives aspects which undermine them.

Against the argument that translation breaks monolingualism it is needed to highlight that monolingualism is indeed necessary in order to clearly understand instructions, or grammar, among others; thus, translation is a tool to facilitate the complete understanding of the language.

Furthermore, translation cannot be labeled as a non-communicative activity because, as we shall explain in section 6, there are different translation activities in which communication is the main goal.

When learning a new language, students use translation either consciously or unconsciously. Thus, using translation within the classroom is a natural way to deal with new languages. In this sense, it is a very motivating activity, not only for the appealing aspects of language it deals with, such as wordplays or idioms, but also because if students are allowed to use it within the classroom, they will feel more confident and relaxed.

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Against the argument that translation provides a wrong conception of equivalence, it is worth noting that through translation students can learn how the different languages work, and consequently, they are able to understand different views of the same concept. This way, students learn the language consciously, which implies comparison between languages. All in all, if they are capable of understanding and comparing the L1 and the FL, they reflect upon languages and cultures, and they will not be likely to follow the tendency to transfer structures from the L1.

Translation is an activity which involves dealing with authentic texts and materials, and which mimics real situations, since these days students are likely to take part in different sorts of situation in which translation might be required. For this reason, it cannot be argued that the implementation of translation involves a return to the Grammar-Translation Method, since it is an integrative resource which introduces difficulties in various levels of language.

On a different level, translation may not seem to be as important as the four skills of languages, but it is essential to understand that it allows students to practice different subabilities; thus, it does nothing but improve the development of these four skills.

Finally, there is no need to claim that translation hinders and restricts people's thinking in the foreign language. Translation has to be considered a further step in language learning, devoted to connecting two languages and two cultures in order to make students understand different perspectives of the world and to promote their ability to expand their knowledge about the new language.

All the previous arguments reinforce the assumption that translation is an activity which cannot be regarded as detrimental in terms of language teaching. Indeed, avoiding the implementation of translation within the class could not do nothing but minimize the possibilities of the learners.

4.1. FROM NEGATIVE TO POSITIVE TRANSFER

There is always transfer when translating from the source to the target text, but most people immediately associate this concept with negative transfer, also known as "interference". It is worth noting that negative transfer is one of the most widely used criteria against translation: having the L1 in mind will only lead to error. But it is indeed not the case. What is necessary to understand is that, even if there is always transfer between languages, that transfer can be either positive or negative.

Arabski gives a definition of transfer including both conceptions of positive and negative transfer:

Transfer is a process described as the automatic, uncontrolled, and subconscious use of past learner behaviours in the attempt to produce new responses. In this sense, transfer may be of two types: 'negative' and 'positive'. 'Negative transfer' refers to those instances of transfer which result in error because old, habitual behaviour is different from the new behaviour that is being learned [...] In contrast, 'positive transfer' results in correct performance because the new behaviour is the same as the old (Arabski, 2006, p.12).

From this definition it follows that the process of transfer between the L1 and the FL is always conditioned by the previous knowledge that students possess of their mother tongue. This knowledge can facilitate the learning of the new language, thus resulting in positive transfer; or it can hinder it, leading to errors, or in other words, leading to negative transfer.

In applied linguistics, "transfer" is a term that refers to the "process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language" (Arabski, 2006, p.12). In this sense, we could understand that positive and negative aspects may arise from it. Although it is true that positive transfer is more likely to take place between languages coming from the same linguistic family, negative transfer may also appear between languages which are proximal to each other.

Additionally, it is important to highlight that transfer is not always a consequence of native language influence: when people master two languages, the acquisition of a third one is affected by the knowledge of the other two languages (Cook, 2010). Therefore, transfer depends on many other aspects besides the L1 influence.

Following this line, the occurrence and intensity of transfer between languages depends on different factors (Arabski, 2006, p.13); the most important of them include the knowledge of the L1 and FL, the proximity and the type of contact between two languages, and the age of learners.

Following this, more transfer would take place for example between Spanish and French than between Spanish and Arab, and we could assume that this transfer would facilitate the foreign language learning. Likewise, transfer is more likely to occur with students at early stages of learning because they do not have so much knowledge about the new language and they always tend to compare with the L1.

In this sense, teachers must be aware of the potential areas which might lead to positive and negative transfer, so that they encourage the first and minimize the

effects of the second. Transfer is irremediably present in language learning, and teachers need to know how to cope with it.

At this point it is worth mentioning that transfer in language learning may affect different levels of language including those of syntax, phonetics, phonological and writing systems, discourse and semantics. However, this transfer must be understood in both terms of positive and negative transfer. These levels are explained more clearly in the following table.

LEVELS OF LANGUAGE IN WHICH TRANSFER MAY OCCUR			
SYNTAX	PHONETIC, PHONOLOGY AND WRITING	DISCOURSE	SEMANTICS
Word-order	Pronunciation	Coherence	“False friends”
Negation	Sounds	Politeness	
	Spelling		

Table 5. Levels in which transfer may occur.

Both positive and negative transfer may occur with regard to syntax, including the levels of word order or negation. Word order varies between languages in terms of rigidity, and negation in English cannot be simply regarded as a question of word order. In this sense, errors may arise if there is not a full understanding of the FL, since English possesses a rigid word order and negation implies knowledge about auxiliary verbs or contracted forms among others.

Transfer also affects phonetics, and the phonological and writing systems. When learning a new language, there are many cases in which people do not know how to pronounce some sounds because they are non-existent in the L1. If we also consider that in English sounds are not related to the spelling of words, the difficulty of writing a word whose sound is new is even more difficult.

Problems may also appear when two words sound equally in two languages but they differ in writing, as would be the case of *comfort* in English and *confort* in Spanish. Moreover, non-native speakers tend to categorize foreign language in terms of the phonemes of their mother tongue.

Regarding the writing system, English pronunciation does not correspond to spelling, which may result in errors. Furthermore, conventions in the native language may influence the writing of the FL, either between cognates which share linguistic similarity or between unrelated words.

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A further level in which transfer may occur is that of discourse. In this regard, differences of coherence and politeness between languages may lead to great problems for learners when reading and listening to the new language.

Finally, transfer also appears in terms of semantics. Despite being widely accepted that a large lexicon common to two languages has many advantages, there are also some disadvantages in terms of the well-known “false friends”. Therefore, a word in the L1 which is rather similar to another word in the FL but which does not mean the same is a great difficulty that students learning a new language must not forget.

Thus, having taken into account all these levels of language in which transfer is present, it is essential to consider the significance of this process when learning a new language, and also when translating.

In this respect, translation has to be taught in such a way that it makes students aware of the existence of both positive and negative aspects between language relationships. Translation should become a means to overcome the difficulties that negative transfer implies, and to benefit from positive transfer between languages. It also goes without saying that, when required, students must forget the features of the L1 to assimilate those of the FL without influence from their mother tongue.

4.2. THE CULTURAL DIMENSION

The educational context is increasingly having more and more learners coming from countless different backgrounds and possessing very distinct cultures. Therefore, children have to share their classroom with people from many different nationalities and who are likely to speak a different language.

Translation plays a crucial role in the learning of culture, which is not only focused on the traditions and customs, but also on the way we conceptualize the world. Language is a reflection of culture and by using translation we work directly with it. As a result, translation from one language into another will evince the differences between them and, consequently, the various ways in which we see the world.

In view of this, translation has to deal not only with linguistic aspects, but also with culture. If we want learners to understand the different ways in which the world is understood by different people, they need to acquire knowledge about how cultures work behind new languages. Teachers must deal with cultural differences within the second language classroom and they must facilitate tools to acquire this new knowledge. This way, students will be able to reflect upon their own language as well as the new one, and many misunderstandings will disappear.

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Therefore, we consider that intercultural learning –meaning the understanding of our own language and culture in comparison with another– is an issue that must be taken into consideration not only in language teaching, but also in any other subject of the curriculum. However, it plays an essential role within languages because this is the main means to establish relationships.

In order to communicate, learners must know firstly the language and secondly the culture of those who do not share theirs. Therefore, if we consider that translation is part of language teaching, it can be assumed that translation and intercultural learning are also closely interlinked and interdependent.

Although it is notoriously difficult to summarize in few paragraphs what *culture* and *language* mean, we have mentioned these words as concepts which are interrelated and interdependent from each other. Consequently, it is essential to know what they really mean in order to comprehend why they cannot be separated.

We shall refer to the general definition that Liddicoat et al. (2003, p.45) provide of these concepts and the way they are related to each other.

4.2.1. LANGUAGE

First of all, language has to be understood as a communication system which cannot be abstract nor decontextualized. In linguistics, language tends to be seen as a static system made up of words whose functioning depends on general conventions of rules of syntax. Nevertheless, although it is possible to describe a language in terms of such structural features, this definition does not fit when understanding the language as a system for communication.

As a communicative system, it is greatly influenced by such aspects as context, receivers, culture and even interpretations of people. Thus, an utterance gains its meaning not simply from the structural rules of language, but also from the interpretation and the context in which the utterance takes place.

For this reason, we as language teachers cannot understand a language as an abstract system, but rather as a dynamic system which is related to social and cultural contexts. As a result, the conceptualization of language as a static system made up of grammar and lexicon is not appropriate for language learning and that is why translation becomes so useful, since it gives students insight into the language functioning.

4.2.2. CULTURE

Secondly, Liddicoat et al. (2003, p.45) define culture as the number of rules, customs, traditions, ways to behave, and manners of interpreting the world that a cultural group shares and considers the appropriate for living.

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Culture is necessary when learning a foreign language in order to understand it and to be aware of the different perspectives to see the world. In relation to language, it is essential for successful communication, since when we speak to someone, we need to understand what s/he is saying. The first step in doing so is learning the language, which is irremediably conditioned by culture.

Thus, understanding a language requires knowing the culture behind it. This way, communication will be successful, and language will be employed consciously. Language and culture evolve over the years, which is yet another insight to realize that they cannot be considered as static systems.

4.2.3. INTERCULTURAL LANGUAGE LEARNING

All these previous definitions lead us to the concept of intercultural language learning, which is based on understanding one's own culture and language in comparison with new ones. Consequently, it is focused on the relation between two languages and cultures and its main objective consists in reaching a negotiation when learning the FL, by understanding this new perspective to see the world and abandoning the way in which the world is seen in the L1.

In this regard, it is essential to mention that intercultural language learning is intrinsically related to the concept of interculturality. Nevertheless, it is worth noting that interculturality does not involve identifying with another cultural group or adopting its cultural practice. Interculturality means understanding other cultures and being able to reflect on matters usually taken for granted, acting as mediators and evaluating one's own patterns of perception, behaviour and thought.

“Intercultural language learning involves developing with learners an understanding of their own language(s) and culture(s) in relation to an additional language and culture. It is a dialogue that allows for reaching a common ground for negotiation to take place, and where variable points of view are recognized, mediated, and accepted” (Liddicoat et al., 2003, p.46).

According to this definition, it can be assumed that through intercultural language learning students acquire a reflective perspective towards the different ways in which the world is seen, interpreted and understood. Culture and language are interdependent and these two concepts determine our interpretation of the world.

For this reason, there can be as many interpretations of the same utterance as people around the globe. If students are given the knowledge to accept and respect other people's points of view, they will broaden their minds and they will be able to admit that any different interpretation of the world can be at least equally acceptable as theirs.

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Thus, it is necessary to include the goals of intercultural language that Liddicoat et al. (2003, p.46) consider at global level. These objectives are the following:

- to understand and value all languages and cultures;
- to understand and value one's own language(s) and culture(s);
- to understand and value one's target language(s) and culture(s);
- to understand and value how to mediate among languages and cultures;
- to develop intercultural sensitivity as an ongoing goal.

It is obvious that culture must be included in language teaching, and one of the motivations to include it consists in capturing the interest of learners in learning the new language (Liddicoat et al., 2003).

By explaining cultural concepts, students can enjoy the process while acquiring knowledge which goes beyond simple words. Students will be able to approach different cultures, respect them and mediate between them. For this reason, reflection upon language and culture is necessary when learning a new language: this involves understanding it and learning it consciously.

However, it must be noticed that when teaching a language, the cultural elements in which the language is focused on are usually those which are relevant in comparison with someone's own culture, so that the cultural elements are not explained for its significance in the target language, but in the source language (Liddicoat et al., 2003). Thus, for learning culture without any kind of delimitation, it is necessary to experience it, because, otherwise, culture would be also delimited.

Regarding the role of translation on this scope, it must be stated that translation is a bridge which connects not only two languages, but also two cultures, and as it happens with any connection between different environments, some pitfalls may arise.

Cook (2012, p.55) quotes that "translation is necessary to communication between languages, and loss is inevitable". Even when a good translation is done, there is a loss between languages, either the word order, the inexistence of equivalents or the sound patterns.

What is crucial for this paper is to point out that translation is a tool to connect both languages and cultures. Translation tries to convey meanings not only by means of words but also by means of knowledge about the language, since this knowledge is the only way to compensate the loss that always takes place between languages.

Should there be any loss because of cultural concepts, the best solution to overcome this problem would be the explanation of these concepts in order to offer

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the receiver the central idea conveyed initially. Consequently, knowing the culture also means knowing the language.

Furthermore, the implementation of translation in English Language Teaching (ELT) could offer a wide range of possibilities including the explanation of the mechanisms of Translation Studies for those interested in it. In this sense, it is necessary to highlight the significance of culture within Translation Studies.

Translation Studies deals not only with the process and product of translation as a linguistic phenomenon, but also with translation as a form of intercultural mediation taking place in a specific social and cultural context (Gile, Hansen & Pokorn, 2010, p.29).

Following the ideas of Gile et al. (2010, p.38), the aim of Translation Studies is not that of biculturalism, but a focused cross-cultural awareness in order to take into account all the aspects which influence the creation of a good translation.

In this regard, translation stands as a means to provide intercultural awareness to the students, which is the capacity to experience cultural otherness and use it beneficially. Consequently, it is a means to approach the different cultures behind languages, understand them and accept them.

All in all, translation gives students the opportunity to realize the different ways in which the world is conceptualized as well as to see the various ways in which they work.

Furthermore, in most professional contexts, translators are regarded as specialists not only in language management but also in cross-cultural understanding. As Gile, Hansen & Pokorn (2010, p.29) suggest, translators are being portrayed as cultural mediators who possess a vast knowledge of linguistic skills but who have also a high degree of intercultural competence, so that they are also experts in non-linguistic skills. They must master these two scopes of language if they want to be efficient and to create a good product.

Putting aside the role of translation in ELT, it is worth noting that, usually, professional translators tend to stay close to the original text when the topic is unfamiliar or when they consider that the text is important. One of the reasons to create close translations may be the lack of cultural background and cultural knowledge of the target language (Gile, Hansen & Pokorn, 2010, p.35). For this reason, the use of translation as a means to reflect upon languages and understand the culture behind them is but a beneficial strategy to learn a language.

However, since we are referring to the educational context, we are not speaking about professional translators. Still, it goes without saying that if a professional translator must possess cultural knowledge and intercultural

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awareness, when teaching translation culture must be introduced, since the main goal is that learners learn how to interpret languages and how to understand the cultures behind them.

Teachers must introduce cultural insights of the language that they are teaching. This way, students will feel engaged with the history behind the language: they will discover customs, traditions, different patterns of thought and behaviour, and they will be able to reflect upon daily routines and issues that are usually taken for granted and which can differ from those of different cultures. Thus, teaching culture is also an appealing way to draw students' attention to how the language works and how people use it.

In this sense, thanks to translation, students may enjoy the process of learning the culture of the language they are learning by means of the existing differences between such alluring aspects of languages as puns, wordplays or idioms. Whereas English speakers would use the expression "as cool as a cucumber", Spanish speakers use other distinct words to transmit the same idea: "más fresco que una lechuga". The knowledge of all these aspects may be rather interesting at the time of learning a new language, and it is likely to catch the students' attention.

As a result, learning cultural issues will provide learners with knowledge about both their own culture and the culture behind the new language. Without a shadow of doubt, students who know different cultures will understand how other people see the world and, consequently, they will be able to internalize the new language better. Therefore, teaching culture through translation will provide students with a better understanding of the language, which will result in a better mastery of it.

According to Kramsch (1993), teachers must realize that foreign language classrooms are composed of learners with very different backgrounds, so they are forced to take into account differences such as gender, status or ethnicity. The strategies which are appropriate when teaching in one culture cannot remain the same in other educational situations, so that teachers must adapt their techniques depending on the context. The pedagogic effectiveness of one language culture cannot be judged in terms of another.

This is one of the main problems of culture within language classrooms and for this reason the teacher cannot take for granted that two students will share the same level of knowledge, even if their linguistic knowledge is the same. Each student will interpret a message in a different way from others, and each of them will create their own cultural context depending on his/her interpretation of the utterance.

In light of the above arguments, culture has to be considered as important as language itself. The implementation of translation within the language classroom

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would guarantee contact with cultural issues of the FL and, by translating texts, students would need to take into consideration the context in which this text is produced, and the receivers of the translated text. Thus, students would reflect upon languages and would broaden their minds, which is one of the reasons why translation plays a crucial role in terms of language learning.

As a result, students may encounter concepts which do not have equivalents in other languages and they are expected to solve them; but how? When it has to be with cultural concepts which do not exist in all languages, an understanding of them is needed in order to be able to transmit these concepts in other languages. Thus, knowledge about culture is essential and at this point, translation comes into play as a means to achieve this knowledge.

In this regard, knowledge about culture provides solutions to cope with the untranslatable. If students know how a concept is interpreted in one language different from theirs, they will be able to transmit the gist of the concept, even if it does not have an equivalent in their mother tongue.

Therefore, culture is an aspect of language that cannot remain hidden when it comes about translation. There are always going to be differences between the ways of interpreting the world; the understanding of these different ways to conceptualize the same world provides students with the opportunity to reflect upon different languages and to internalize the new language consciously. Thus, culture and translation go hand in hand.

4.3. OWN-LANGUAGE USE ARGUMENTS

It is only when the mother tongue finds its place within the classroom when the resurgence of translation takes place (De Arriba, 1996, p.277). For this reason, it is necessary to explain why the use of the own-language must be implemented within the language classroom, and which advantages it may imply.

All the theories based on the communicative aspects of language have in common their rejection of the L1. Despite all the arguments that exist against the use of one's mother tongue in ELT, we are going to enunciate some of the assets of the introduction of the L1 in the classroom, since its use is directly related to the one of translation.

According to Cook (2012, pp.47-49), the ubiquity and the inevitability of code-switching between languages is one of the benefits of teaching the students how and when to use the L1. Since it seems impossible to avoid translation and relationships between languages, the teacher must take advantage of this situation and s/he needs to consider its positive influence. The teacher has to guide the students

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and give them steps for using the L1, as well as strategies for implementing translation. In this way, the students will be able to acquire the new language more confidently and to acknowledge their process of learning.

Some of the assets of L1 introduction include its use “as a means of explanation, comprehension checking, classroom organization, maintenance of discipline, forming relationships, and testing” (Cook, 2012, p.49). Students will understand better what they are expected to do in a task if it is explained in their mother tongue; they will be aware of a situation in which they are not behaving correctly if the teacher reprimands them in the L1; the teacher will be able to check if the students have understood the gist of a text if they are asked to explain it in their mother tongue; and they will feel more comfortable with it.

The L1 is also helpful to make them feel relaxed, as a way to break the routine of the classroom, and it engages them in the different tasks that they must perform.

Thus, the implementation of the L1 is beneficial for educational and pedagogical reasons. As we have mentioned before, it allows students to go beyond monolingual identity, it fosters cultural awareness, it promotes appropriate relationships between teachers and students, and it provides students with more confidence when using the FL (Cook, 2012, p.52).

Furthermore, it seems clear nowadays that foreign languages cannot be acquired independently from the mother tongue, so that a better command in the first language will result in a better learning of the second language (De Arriba, 1996, p.277).

The different theories that are against the use of L1 have in common the assumption that translation produces detrimental effects on second language acquisition. Such effects could be those which affect communication –as students are considered to produce utterances by first thinking in their own language and then translating them into the FL– and those related to systematization of language –in the long-term, translation would damage the way in which students use the FL–. Nevertheless, there is no evidence to claim that, and what is more important, the existence of successful interpreters undermines any argument about detrimental effects of translation on communication and fluency (Cook, 2012, p.93).

Even if translation would have the effect of slowing down communication, it could not be considered a negative aspect. Cook (2012, p.101) claims that translation can be useful for students when formulating what they have to say, precisely because it slows them down. It allows them to consider carefully what they have to say. Furthermore, students tend to translate automatically by using the knowledge that

they already possess in their own-language, so that a better knowledge of the L1 means a better knowledge of the FL.

Thus, we cannot understand the reappearance of translation without regarding the implementation of the first language in the classroom. They must be directly linked to each other, and they must also be regarded as interdependent.

4.4. EDUCATIONAL ARGUMENTS

It is important to consider that, nowadays, we live in multicultural, multilingual societies in which translation is needed to communicate in everyday situations. For this reason, translation has nothing to do with a specialized activity but with an activity that every person does for keeping in touch with other people.

Translation is a necessary activity in many situations and for many people. It is needed for personal and professional lives of many individuals; it is essential for the economic survival of many organizations and for communications in international issues (Cook, 2012, p.109). Translation is present in every level of life, and for many different aims such as travelling, jobs, relationships or trade.

For these reasons, it cannot be argued that its implementation in ELT is damaging for the FL, since developing translation skills is necessary in order to take part in all kinds of daily situations.

According to Cook (2012, pp.109-112), translation takes place in any type of personal and social situations. It occurs between people of different status, such as immigrant families or people with different backgrounds, and it is present when performing all types of activities, such as listening to a song, writing an e-mail, reading the instructions of a new device or watching a TV series.

Translation is also related to international communication. It takes place in news reporting, films subtitling, in technology or even in translating books. It is necessary in international affairs such as summits, treaties or any other negotiation between different countries.

Furthermore, nowadays technological developments have facilitated the availability of information in electronic form, and they have also contributed to spreading the information and the news in such a way that people sometimes need to translate the information in order to understand it. The speed with which information is spread makes it necessary to learn new languages to keep up to date with international issues: all too often information arrives in its original form, i.e., in another language.

Therefore, people who develop translation skills acquire strategies to meet any kind of necessities that may occur in their lives. Not only does translation provide

knowledge about a language, but it also allows people to perform a wide range of activities in many levels of life.

Concerning the arguments in favour of translation, we can state that its implementation in the classroom will provide students with the knowledge to develop new skills necessary in their daily lives.

Translation is a means to make students aware of the diversity of languages and cultures that exist, and that may be present in the classroom. Activities of translation would be helpful to preserve the different identities of students and, this way, pupils would enjoy learning a new language.

Providing cultural awareness and knowledge about languages is a way to enhance relationships between people who come from different backgrounds and who can take for granted issues that are different in other communities. "It is an important element in a social reformist education which seeks to overcome mutual ignorance and inequality between speakers of two languages" (Cook, 2012, p.119).

Finally, all these positive aspects of translation counteract the arguments against it. Due to the strong influence of the Grammar-Translation Method, translation has been regarded as focused on accuracy, writing and invented language. However, while these are the features of the aforementioned method, they do not necessarily have to be related to those of the use of translation as a whole (Cook, 2012, p.121).

5. TOWARDS A POSITIVE REASSESSMENT OF TRANSLATION

These days, more and more specialists tend to overlook the arguments against the use of translation as they are starting to see it an aiding resource as far as language teaching is concerned. Translation begins to be regarded again as necessary when teaching a language and, despite all the reasons against its use, in these days a growing number of specialists contemplates its undeniable reappraisal.

Furthermore, the rejection of the use of translation and the avoidance of the L1 in the classroom cannot do anything but minimize the possibilities of the FL; there is no reason for avoiding translation in communicative tasks, no matter what the advantages of explaining real English through the FL are (Cook, 2001). As we have mentioned before, translation contributes to communication and offers insights into how the different languages work so that there is no reason for not using it in communicative situations.

In this regard, special attention must be given to the fact that, even when teachers have implemented approaches based on the outlawing of translation, students have still used it mentally, because "from the very first encounter with the

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foreign language, the process of translating is activated” (Witte, Harden & Ramos de Oliveira Harden, 2009, p.82).

Following this line, we can claim that, nowadays, almost every person with some knowledge of a foreign language has taken part in some sort of translation activity, whether in school or in his/her personal and/or professional life (Gile, Hansen & Pokorn, 2010, p.257). Therefore, why not take advantage of this resource?

If the L1 and the FL co-exist in the same mind, the mother tongue can be helpful at the time of the creation of utterances in the FL (Cook, 2001). Furthermore, the coexistence of both languages allows learners to compare how these two languages work. This way, the use of translation would not only be beneficial for broadening the students’ minds but also for reflecting upon languages. Students could become aware of the differences existing between languages, with translation being the means to achieve it.

On a different level, one of the key concepts of second language learning is that of bilingualism. It is widely held that bilingual people must have a perfect knowledge of two languages and that they must be capable of working in both of them, thus having the same level of the L1 and the FL. Nevertheless, the real meaning of bilingualism must be understood differently.

Bilingualism has to be understood as the capacity for being communicative in two languages, no matter the level of each language. In addition to this, it is worth noting that nowadays, not only does bilingualism refer to the mastery of two languages, but it also has to be related to the capacity for understanding two cultures (Pokorn, 2005, p.30).

In this sense, we must not forget that the common perception of bilingualism also involves the ability of translating, this meaning the ability to express in one language the utterances conveyed in another (Arabski, 2006, p.210). Thus, translation takes part in bilingualism and, consequently, in the second language classroom.

A person who masters a language will be capable of translating in and out of it, consciously or unconsciously. For this reason, the consideration of translation as a natural attribute of bilingualism offers a wide range of opportunities to delve into aspects of language relationships (Arabski, 2006, p.211) and, consequently, plays a role in the process of language learning.

Nowadays, translation is an activity that students do constantly in their daily lives and for this reason it cannot be regarded as a damaging resource which interferes between two languages but rather as a bridge to switch from one to another. Its implementation in the classroom will enable students to develop the skills of an activity they will have to face in a not too distant future.

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In view of the above arguments, we can assume that not only does the implementation of translation in the classroom convey meanings, but it also provides knowledge about the language which is being learnt and the culture behind it. One of the main problems of teaching foreign languages is the assumption that it only exists a unique “national uniform way of behaving” and that the students, when learning this new language, want to be insiders rather than outsiders (Cook, 2012, p.62).

The most recent approaches have followed opposite directions from that of above. In order to overcome this assumption, ELT lessons nowadays include cultural elements which try to draw students’ attention and explain the different uses of English (Cook, 2012, p.63).

The introduction of these types of elements in the classroom accommodates a reappraisal of translation in ELT classes as an aiding resource. The uses of translation as a means will ensure the process of learning the new language and will make students feel more confident when using it.

Following Cook’s suggestion (2012, p.79), “a person who has successfully learnt a new language will at the end of their studies not only be able to speak and write the new language but also to translate in and out of it”. As a result, it cannot be claimed that translation is damaging for languages, since it occurs either consciously or unconsciously in the mind of almost every speaker of a FL.

We, as teachers, have to guide the students and teach them how to use translation rather than avoiding it, because, even when it is proscribed, translation takes place in the students’ minds.

On the whole, throughout this section, we have tried to demonstrate that translation is regarded in these days as an important resource that has to be implemented within the classroom. It must be taken into account, since it provides countless different positive aspects, such as understanding about various ways to interpret the same world, and reflection upon languages and the way they work. It may be even regarded as a complementary skill which goes along with the four skills of language (Witte et al., 2009, p.33) and which do nothing but benefit the second language learning.

6. TEACHING THROUGH TRANSLATION

Over the last years, translation has been associated with form rather than meaning; with accuracy, artificiality of language, and with teacher-centred teaching. These associations have been the result of the influence that the Grammar-Translation Method had on foreign language teaching.

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However, as we have argued throughout this paper, translation is a resource which may introduce a large number of benefits within the foreign language classroom and which may facilitate the process of acquisition of a new language at the same time that it makes students feel engaged with it. Thus, along the next pages we shall explain some possible activities that may be implemented within the language classroom, following Cook's (2012) suggestions.

First of all, when we speak about foreign language teaching we need to take into account that there is a difference between the way in which children and adults learn this new language. In this sense, it is important to note that many specialists have suggested that the best way to learn a language is by acquiring it naturally, as children learn their mother tongue.

According to this, it may not seem appropriate to use translation within the classroom, since it has been labeled as unnatural. However, it must be said that "child language development and adult foreign language learning are in fact fundamentally different" (Pokorn, 2005, p.15).

These differences between both children and adults' language learning result in the appearance of two terms for naming them: language acquisition and language learning. According to these terms, we can assume that children are going to acquire a language instead of learning it –in other words, they are going to internalize it naturally and use it in communicative situations–, whereas adults are going to learn it consciously.

This conscious learning of the language makes a significant difference in the way that adults approach new languages, due to the fact that they already have a formed and solid knowledge of one language, which will determine their foreign-language learning (Pokorn, 2005). This conscious learning of the language would make it more suitable to implement translation in higher levels, since adults would have a better knowledge of the L1 and a corresponding metalanguage.

In view of the above arguments, we can recognize that translation may not be as useful in one level than in another. Teachers must adapt the way in which translation is implemented in the classroom depending on the students' level of the FL and even the L1. Thus, it follows that in upper levels, translation can be exploited more properly than in lower levels. Adults' knowledge of their own language makes it possible to discuss language differences, comparisons and in-depth translations.

Nevertheless, although translation may be more appropriate for one level than for another, in general, it can be used in every level if its use is adapted to the context and the situation in which it takes places. As we have explained in section 4.3, for lower levels, translation may be used as a means to explain grammar, to give

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instructions, to check students' understanding, to break the routine or to allow learners to express their thoughts and feelings. For higher levels, translation can contribute to reflecting upon syntactic and semantic issues, or to discussing translation problems. Be that as it may, translation takes part in language learning and it must not be forgotten.

However, translation in advanced level foreign language learners is even more feasible and students overall welcome it willingly; students in higher levels usually enjoy activities of translation and feel motivated when dealing with cultural issues; they also like to overcome problems when they encounter concepts that do not have equivalents in their mother tongue. This way, students acquire strategies for paraphrasing and for expanding their potential of expression in the L1 and in the FL.

Nevertheless, there are some activities that they do not enjoy as much, such as translation of sentences, be it because of the direction of translation or even the topic (Machida, 2008). However, the use of translation in language teaching is useful to examine to what extent the students have understood texts, vocabulary or even syntactic elements of the language.

In this sense, we must bear in mind that translation is an activity not only for learning the FL but also for being aware of the differences between one language and another, for acquiring reflection upon one's language and for mastering the L1 (Machida, 2008).

Furthermore, it is worth highlighting the necessity to take into consideration that translation has to be developed as a means to improve the language and that it has to be regarded as a whole. Consequently, the implementation of translation within the classroom is not focused on the creation of a good result, but on learning through the process of doing it.

A good translation is the main goal of professional translation, but pedagogical translation has little to do with it. Still, professional translation skills can be taught in specific sections of a lesson or even in some lessons, although this type of skills of translation as a specialized activity cannot condition the implementation of translation as a general activity.

Having taken into consideration all these points it is necessary to show different types of activities in which translation can provide students with benefits that are lacking in other procedures.

6.1. WORD-FOR-WORD TRANSLATION ACTIVITIES

There is widespread belief about the implementation of translation as implying word-for-word techniques. However, this assumption is undermined if we take into account that a good translation is seldom word-for-word (Cook, 2012, p.97).

Nevertheless, word-for-word translation activities can be introduced within the classroom, since they also provide students with some benefits as far as language learning is concerned. These word-for-word activities have nothing to do with the world outside the classroom, but they must be considered a useful exercise for language learners.

The reason for this is that word-for-word translation activities focus their attention on each component of the language, so that students may better understand the mechanics of the language as a whole (Cook, 2012, p.139).

In this sense, these types of activities are not based on learning how to translate following the same word order or structure than the original text, but on learning how these order and structures work within the language and how they may differ from other languages.

As Cook (2012, p.139) exemplifies, if the French sentence “S’il vous plait” is understood word-for-word (if it pleases you), it allows learners to generate new utterances such as “si le jardin vous plaît” (if you like the garden). Thus, this kind of activities can make students learn some structures which will allow them to create new utterances.

Although it may not seem a useful activity for learning about the real world, it is indeed quite helpful for the students, since it gives insights about the language as a whole by enabling them to understand the language from the minimum units that shape it, namely, the words. Consequently, they will learn the new language consciously, which will result in a better knowledge of the language and how it works.

Let us conclude this first type of activities by highlighting what Cook states about word-for-word translation and its benefits: “Conversely, the inability to reduce units to their components, which can be a consequence of pragmatic translation not only prevents such generation of new utterances, but can also produce errors” (Cook, 2012, p.139). If the teacher knows how to deal with this type of activity, word-for-word translation must have its space within the classroom and the students will enjoy it and learn a lot through it.

6.2. CLOSE TRANSLATION

Another type of activity that may be introduced within the language classroom is that of close translation. This type of activity consists in creating texts as close as possible to the original. It may not be regarded as appropriate if we consider the text as a whole, but as we shall explain later on, it also provides students with advantages in the process of learning a new language.

First of all, we must take into account that there are different types of translations, these including free and literal translation as the most important types. Whereas free translation does not take into consideration the original text at the time of translating, literal translation tries to follow exactly the source text.

Close translation would be somewhere in between those two previous types. Therefore, were the students asked to carry out a close translation, they would be expected to follow the original text as closely as possible, although they would be able to freely interpret some sections.

However, we must be careful with this type of activity due to the fact that, since translation is understood as the interpretation of utterances of one language into another, we must assume that these interpretations may be as numerous as varied.

All in all, close translation is an activity which also offers advantages when learning a new language. Asking students to produce utterances in which they must keep as close as possible to the original allows them to confront difficulties and prevent them from simply bypassing and ignoring them (Cook, 2012, pp.136-137).

If students are free to interpret the text they are given to translate, they may opt for the easiest option and ignore the concepts or structures that they might find difficult to translate. By asking them to create a close translation, they have to deal with these pitfalls and struggle to overcome them.

6.3. TRANSLATION AND VOCABULARY

It goes without saying that translation plays a crucial role in vocabulary learning. As many of us may have experienced along the years, and although learning new vocabulary by heart was a dreary task, the use of lists of vocabulary and equivalents has always been a traditional but effective implementation of translation as a means to introduce new vocabulary.

Despite the assimilation of the words in a given context being considered the best way to learn new vocabulary, the introduction of lists of equivalents can go beyond it. They can compensate the lack of understanding that may occur by only assimilating the new concepts.

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In other words, if the students are asked to translate words into the L1 or the FL, or even if the teacher gives translation equivalents for ambiguous concepts when assimilation is not successful enough, students will be able to understand these concepts and internalize them, rather than ignoring them.

Thus, they will broaden their minds thanks to the understanding that they will acquire about the new language and its vocabulary. Moreover, they will be able to create better utterances since they will possess a great degree of knowledge about the vocabulary of the language.

6.4. DISCUSSIONS ABOUT TRANSLATION PROBLEMS

If we want to implement translation activities within the second language classroom, we have to bear in mind that an important section of translation must be that of translation problems.

Teachers must teach the students how to deal with difficult concepts, structures or situations that they may encounter when translating. For this reason, teachers have to offer them different activities whereby they work with translation problems in order to understand the real complexity that this activity involves.

In this regard, Cook (2012) introduces another interesting type of activities in which translation may take part, which is that of discussing the different problems that may occur when translating.

Some of the activities about translation problems may consist in comparing different translations of the same text, thus assessing the different ways in which a text may be interpreted and deciding which one is the best. Furthermore, students can discuss problems of mistranslations and can express why they think these translations are not correct. Students can also reflect upon translation dilemmas, such as racist or sexist language, and acknowledge the different strategies used in order to cope with untranslatable concepts, thus also enabling the acquisition of the skills necessary to do it.

By introducing activities about translation problems, students will feel motivated and engaged since they will discover interesting aspects of the language and will have to reflect on different options of translations. Likewise, they will be expected to recognize and criticize other people's translations as well as having to argue their reasons for thinking in this way.

Thus, all these activities allow students to reflect upon the language they are learning and acquire critical thought at the same time as they are learning the new language. Moreover, since they will be learning the language consciously, they will be

able to compare the different ways in which the languages work, this resulting in benefits for both the L1 and the FL.

All in all, this type of activities gives students the opportunity to realize that translation indeed entails a very complicated process. Besides, when translating, we do not only focus on words or grammatical structures, but also cultural concepts must be transferred from one language into another. Translators must deal with such difficult situations by using given strategies and skills which teachers can explain to students.

6.5. COMMUNICATIVE TRANSLATION

Aforementioned, due to the major influence of the Grammar-Translation Method over the last years, it was practically unthinkable to conceive translation as a communicative task.

Translation could be only used to introduce lists of vocabulary and equivalents, and to convey the meaning of the classic literary works. In this regard, translation could not go hand in hand with any communicative task within the classroom.

Nevertheless, the situation is rather different these days. As we have explained in section 4, translation is a communicative activity since interlinguistic communication is a communicative act. For this reason, translation can indeed be used in communicative contexts.

Cook (2012) suggests the introduction of activities in which students in groups are given a text which they have to translate for the rest of the class.

By introducing this group activity, students have to respect other people's points of views since they are expected to create a translation cooperatively. Once they have translated the text, the students have to report their translation to the rest of the class. This way, students are enabled to develop public speaking skills, which are certainly communicative.

This kind of tasks allows students to interact and negotiate when translating the given text in order to come to an agreement. Likewise, students as translators need to discuss problems together; they have to explain their (lack of) understanding of the text, and they have to answer the questions that the rest of the class may ask about their translation.

Therefore, this type of activities clearly fosters cooperative work and enhances the relationships between students since they learn to accept points of view different from theirs. All in all, they have to work in groups, discuss and negotiate, thus mimicking real world situations.

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Nevertheless, whereas in large classes group work could be an appealing way to make all the students work and be motivated, in a class composed by a small number of students, individual work may be more suitable. This kind of activity can also be developed individually if the teacher considers the text too easy or too short to be translated in group, or simply if s/he considers this option as the most appropriate for the class. All in all, the type of grouping will depend on the context in which it takes place.

What we need to bear in mind is that this type of activity can be adapted depending on the needs of the teacher, the students or the classroom, but in all cases students will have to deal with texts as translators and face problems which will make them learn about the language.

6.6. SIMULTANEOUS INTERPRETATION

Apart from the previous kind of communicative translation of a text, we can also introduce discussions about translation in film-subtitling, dubbing or interpreting.

Teachers can give the students different strategies to interpret messages in different languages so that they may be able to take part in communicative activities of dubbing or simultaneous interpretation.

Although film-subtitling may not seem as communicative as the other activities, it is essential to mention that the introduction of an activity in which students have to listen what other people say in one language and write it into their mother tongue is an entertaining activity which makes students improve their ability to interpret messages in different languages, their listening skills and their capacity to think in both the FL and the L1. Consequently, their ability to speak also improves.

Dubbing or interpretation activities also contribute to this improvement of the speed of interpretation of messages. Despite depending on the level, this type of activities should be developed from the FL into the L1, given the difficulty of inverse interpretation.

One practical example could be the following: one student says one sentence or speaks freely in the FL, while the other student has to say the same in his/her mother tongue. The rest of the class can assess the interpretation of the student in the L1 and can ask questions.

Any other type of simultaneous interpretation could be developed within the foreign language classroom: interpreting an advert, a scene of a film, a conversation; all these kinds of activities would involve a large number of benefits for the students.

This type of activity also allows students to acquire skills for being focus on their work and concentrated when there is noise, since they have to translate at the

same time as another person is speaking. Consequently, they realize how much effort interpreters and translators have to make to fulfill this task.

6.7. TRANSLATION AND CULTURE

The previous taxonomy of activities shows different ways in which translation can be implemented within the language classroom in order to improve the knowledge about the language, the acquisition of new vocabulary, the improvement of listening and speaking skills, and the understanding of the functioning of new languages. However, what has been ignored so far is the importance of translation when it comes to cultural knowledge.

Translation activities which include cultural concepts which do not have an exact equivalent in other languages are an appealing way to teach cultural background to the students. They will feel attracted, since they are learning curiosities and new things, in comparison with their own culture and language.

On many occasions, it is taken for granted that everybody shares the same patterns of thought or behaviour and consequently, that everybody interprets the world in the same way. Nevertheless, the real situation could be further from the truth: there are a huge range of interpretations of the world, and a wide range of expressions and cultural concepts which do not exist in all cultures and languages.

The existence of so varied cultural concepts and the necessity to understand them makes translation a means of transmitting not only words, but also knowledge about the culture behind these words.

For this reason, introducing texts or activities in which students have to deal with cultural concepts makes them get to know better the culture behind the language they are learning and understand it.

Furthermore, if students acquire cultural awareness and they deal with ambiguous concepts that they must understand, they will be able to look for compensatory solutions rather than taking the easiest option of ignoring them.

Thus, translation is a means to learn about language and culture, and reflect upon them as well as to broaden students' minds. Providing learners with this kind of activities allow them to accept and respect other people's culture, not only inside the classroom, but also outside it. All in all, translation is such a valuable tool to open up doors to the rest of the world, and both students and teachers must make the most of its benefits.

6.8. SOME FINAL CONSIDERATIONS

In the epigraphs above we have focused on suggesting different types of activities in which translation may take part, and which may be introduced within the second language classroom. Although there may be a larger number of activities in which translation can be introduced, we have tried to highlight those which may be the most significant and appealing for the students.

These activities have been recommended in order to provide insights into how translation can be taken advantage of within the classroom, thus offering varied alternatives to familiarize the students with a wide range of translation tasks that they may enjoy while learning a new language.

It is important to highlight that translation provides students with the possibility of learning to learn and acknowledging all the effort that they must make to perform successfully.

Furthermore, translation can be very flexible: it may be adapted depending on the students, the class, the context or the situation; translation activities may be communicative or not communicative; they may focus on vocabulary, grammar, cultural concepts; the work can be developed individually or in group.

Thus, translation gives teachers the opportunity to implement appealing activities to draw students' attention to the new language they are learning, and to make them feel engaged with the work they are doing.

This resource and its introduction within the second language classroom offer a wide range of options and activities that can be developed by the students and that are very innovative and alluring. What is more important, these activities evince the different ways in which translation can be applied, which are far more numerous than those of the Grammar-Translation Method.

By and large, teaching the students how to translate and how to interpret messages gives them the opportunity to compare two languages, to deal with problems between them, to understand the new language and to internalize it. On top of that, these entire aspects take place while enjoying the process of learning, so, why not make the most of translation?

7. SOME CONCLUSIONS

In these pages we have tried to provide the reader with a comprehensive overview of the growing role that translation has undergone in language teaching during these last years and the need to reassess its utility as an aiding resource in foreign language learning.

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The anti-L1 attitude present throughout the 20th century within the foreign language teaching classroom was a clear mainstream element of the different methods focused on the communicative aspects of learning a second language. The main idea that needs to be highlighted is that all these methods were more concentrated in avoiding the use of the L1 than in using the FL (Cook, 2012).

Almost every method was influenced by the strong preference of communication and meaning rather than form, and all of them were in favour of outlawing the L1 in the classroom, on the assumption that it was a detrimental resource in the process of learning a foreign language.

As a result, translation was neglected for a long time by condemning it as if its only application within the classroom was that used in the Grammar-Translation Method. However, throughout this paper this idea has been undermined by introducing a wide range of arguments in favour of this resource, which show all the possible ways in which translation can be applied in the classroom, as well as all the benefits that this activity provides students with.

In these days, language teaching is based on the achievement of many varied goals, not only external goals, which are related to actual language use outside the classroom –this meaning to be able to communicate with other people by means of the FL– but also internal goals, which refer to the acquisition of different skills in the classroom.

Taking into account these both goals, it is needed to state that the use of translation primarily helps the internal goals related to the educational aims of the classroom itself, for example by conveying the meaning of the words. Nevertheless, it is also an aiding resource when dealing with the external goals, since the students must understand the words and the grammar in order to become competent when using the FL (Cook, 2001).

Therefore, translation contributes to enhancing the new language both inside the classroom and outside it, and to improving the four skills of languages. Translation is a means to reflect upon languages and it constitutes a way to understand how languages work differently and to analyze the various characteristics of these languages in comparison with theirs.

As all we know, the communicative competence overturned the second language teaching by focusing on the pragmatic scope of languages. With its appearance, the communicative aspect was regarded as the backbone of the different approaches to language teaching and it led to wide-ranging changes within the classroom.

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However, communicative realities change over the years so that linguistic approaches must change too. In this sense, linguistic approaches need to keep up to date and every single approach to language teaching must change for fitting in new communicative realities and for guaranteeing successful results in communication.

What is needed now is to take into account that pedagogical translation and the teaching of a second language have the same objectives, and that any method implemented within the classroom should incorporate aspects dealing with the four skills, but should also introduce translation as part of learning and as a means to improve these four skills. At the end of the day, translation always occurs when using a language.

Following this line, I would like to conclude by highlighting the words of Cook concerning this issue:

In the recent years, a reappraisal of translation is appearing, seeing it as a matter of expediency and as a theoretically justified activity aiding acquisition. The methods based only on communication imply a formal inaccuracy and the awareness of it is growing, whereas the use of translation can develop accuracy as well and many other advantages, so this outlawing may be coming to an end (Cook, 1998, p.118).

New materials would have to be created and old materials would have to be adapted; new linguistic research would have to be done and new elements would have to be included within the classroom.

However, although too much work is still pending to shed light on the issue of the introduction of translation within the language classroom, it seems clear that its reappraisal is already a fact, and both teachers and students should be willing to take advantage of it.

C. DIDACTIC UNIT

8. TITLE OF THE UNIT

IT'S TRANSLATION TIME!

8.1. JUSTIFICATION

Organic Law of Education 2/2006 of May 3rd defines a didactic unit as a short-term planning unit containing different series of activities and tasks designed for a particular group of students. It must include a final goal, objectives, contents, methodological orientations and evaluation.

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The present didactic unit contributes to the development of General Objectives of Stage and Area that will be included afterwards. Furthermore, these contents are directly related with those of the different content blocks of the second grade of Non-Compulsory Secondary Education and it is aimed to attain objectives and competences included in Royal Decree 1467/2007 and Decree 416/2008.

The aim of this didactic unit is devoted to showing the different activities in which translation may take part within the second language classroom. In this regard, it goes without saying that translation is an appealing activity whereby students are enabled to compare the different ways to interpret the world so that it contributes to learning the language consciously.

Furthermore, as the Common European Framework of Reference for Languages (CEFR) suggests, it is worth noting the increasing role that translation is playing in the foreign language teaching approaches, since it is both a resource which provides students with a large number of benefits and a useful skill for communication. For this reason, its introduction within the classroom cannot do anything but enhance the possibilities of foreign language learning.

8.2. CONTEXTUALISATION

This lesson plan has been devised for a group of the 2nd grade of Non-Compulsory Secondary Education students in a bilingual high school in Jaen. The class is composed of thirty pupils, thirteen boys and seventeen girls. The general level of the students in the class is rather homogenous, with a level ranging from B1 to B2.

The level of the students has been measured not only through diagnostic testing, but also through informal observation and the way in which they perform the different tasks and activities that take place in class. The students respond well to highly communicative activities and task-based lessons, and they are motivated towards getting to know new countries and being in contact with foreign cultures and languages. Furthermore, it is a very cooperative group and the students like to be involved in discussions and group work.

Within the English classroom, the students are sitting in pairs in order to develop social interaction and to create a good atmosphere. The pairings are chosen by the own peers in order not to leave any student alone. However, depending on what activity is going to be done, the class will be organized differently.

8.3. TIMING

This didactic unit is included in the third term of the year and is divided into four sessions of approximately 50-55 minutes each. In this way, there is some time left for explanations, questions, doubts or any other aspects that might come up over the

course of the lesson. All the sessions except for the first one will take place in the language laboratory.

DIDACTIC UNIT	It's translation time!
LEVEL	2nd Grade of Non Compulsory Secondary Education
TOPIC	English-speaking cities and translation
SEQUENCING	3rd Term
NUMBER OF SESSIONS	4
FINAL TASK	Project: a touristic brochure

Table 6. Main ideas of the didactic unit.

8.4. DIDACTIC OBJECTIVES

In what follows we show the different objectives that this didactic unit contains in relation to the general objectives of stage, and the foreign language objectives (Table 7). Table 8 includes the specific objectives according to skills:

DIDACTIC OBJECTIVES	<ul style="list-style-type: none"> • To promote the use of translation to complete the different assigned tasks. • To develop cooperative skills and use them to complete the tasks. • To foster the students' autonomy in their learning process. • To promote the digital literacy of students. • To approach different English-speaking countries and customs. • To perform a dubbing of an extract of a film. • To compare and reflect upon the L1 and the L2. • To use the creativity to design a touristic brochure. • To learn vocabulary related to tourism.
STAGE OBJECTIVES	A, b, e, f, g, k, n (RD 1467/07) A, b (D 416/08)
FL OBJECTIVES	1, 2, 3, 4, 5, 6, 7, 8, 9 y 10

Table 7. General Objectives.

Specific objectives according to skills	
LISTENING, SPEAKING AND INTERACTING	READING AND WRITING
<ul style="list-style-type: none"> To exchange information with their partners in class and presenting it to them. 	<ul style="list-style-type: none"> To read a text about the differences between English and Spanish.
<ul style="list-style-type: none"> To recognize the speaker's intentions in oral messages. 	<ul style="list-style-type: none"> To read information about different geographical, historical and cultural aspects of various monuments and cities.
<ul style="list-style-type: none"> To work in groups with their classmates to gather information on different cities. 	<ul style="list-style-type: none"> To write in English the information and different aspects of various cities.
<ul style="list-style-type: none"> To listen to their classmates and to the teacher. 	<ul style="list-style-type: none"> To translate into Spanish the information of the different cities.
<ul style="list-style-type: none"> To listen to different videos and to a recorded extract of a film. 	<ul style="list-style-type: none"> To write the words they say when performing the dubbing.
<ul style="list-style-type: none"> To interact with their classmates and the teacher to discuss and share information. 	

Table 8. Specific objectives.

8.5. CONTENTS

The different contents included within this didactic unit are directly related to the previous objectives. They are divided into different blocks:

LINGUISTIC KNOWLEDGE	
GRAMMAR	FUNCTIONS
<ul style="list-style-type: none"> Revision of different tenses: present perfect vs. past simple. 	<ul style="list-style-type: none"> Gathering information on cultural, geographical and historical elements. Asking, giving and translating information about different cities. Performing a dubbing.
<p>VOCABULARY</p> <ul style="list-style-type: none"> Related to tourism and geographical 	

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<p>aspects.</p> <ul style="list-style-type: none"> • Related to history and cultural issues. • Related to travelling. <p style="text-align: center;"><i>PRONUNCIATION</i></p> <ul style="list-style-type: none"> • Speaking aloud in class. • Speaking with other classmates. • Recording their speaking for a dubbing. 	<ul style="list-style-type: none"> • Assessing of their own and everyone's work and performance. • Discussing differences between languages. <p style="text-align: center;"><i>DISCOURSE</i></p> <ul style="list-style-type: none"> • Creation of a close translation. • Creation of a touristic brochure. • Text organization.
LINGUISTIC AWARENESS AND REFLECTION UPON THE LANGUAGE	INTERCULTURAL AWARENESS
<p style="text-align: center;"><i>REFLECTION UPON ONE'S LEARNING</i></p> <ul style="list-style-type: none"> • Being aware of the different steps and skills needed to be able to translate texts and utterances. • Participating in pair and group work. • Fostering autonomy and reliance on own capacities to produce oral and written messages. • Taking part in self and peer corrections. 	<ul style="list-style-type: none"> • Appreciation of the foreign language as means of communication. • Approaching different cultures and countries. • Becoming aware of the existence of a culture behind the foreign language.

Table 9. Contents.

8.6. VALUES AND CROSS-CURRICULAR ASPECTS

As far as the cross-curricular issues are concerned, this didactic unit is aimed at fostering three of the different aspects that every didactic unit must take into consideration. These aspects include the following:

- The development of Multicultural Education, since the students will get to know the location, culture and customs of other countries;
- Moral and Civic Education (rights & duties of democratic societies), since our students will work in groups and pairs, they will have to work cooperatively and, consequently, they will have to accept and respect other people's opinion;
- Education for Peace, due to fact that they must solve problems peacefully when working together.

8.7. INTERDISCIPLINARY ELEMENTS

It is worth noting that this didactic unit is also undoubtedly related to the interdisciplinary areas of History, Geography, Technology and Drawing. The cooperation between these different areas and our didactic unit is necessary in order to comply with the different objectives and contents included in it.

The table below shows the different ways in which this didactic unit is interlinked with the aforementioned subjects:

History and Geography	Students look for information about other countries and cultures, and the location and history of different monuments of them.
Drawing	Students are tasked with the design of a touristic brochure.
ICTs	Students use the new technologies to find the needed information, and to perform the different tasks and the recording.

Table 10. Interdisciplinary elements.

8.8. METHODOLOGY

Regarding the methodology, this didactic unit is based on the development of critical thought, cooperative work and participation among students in order to achieve a suitable performance of the different tasks that they must fulfill.

This unit is based on the implementation of translation within different tasks in order to show how this resource may make students reflect about the language, and to leave proof of all the benefits that its use provides students with. Furthermore, this unit is focused on task-based learning as a means of allowing the students to develop the skill of learning to learn and to be aware of their own learning process.

In order to attain the previous objectives and contents, this didactic unit strives to demonstrate how students may perform a wide range of activities in order to enhance their learning acquisition. For this reason, the activities that have been devised in this didactic unit are devoted to combining pair work, group work and individual work. Proceeding like this, students learn both how to hone their individual skills and how to negotiate and respect other people's opinions.

Furthermore, it is one of the main goals of this unit to make the students feel engaged with translation, and for this reason the activities included in it have been

designed to draw students' attention, in such different ways as the introduction of videos, the creation of a touristic brochure or the presence of discussions.

At all times the teacher is at the disposal of the students in order to guide and help them; however, his/her role in the students' learning process is secondary since the students are expected to cope with the problems they may encounter in order to learn how to learn and to develop self-confidence.

Consequently, with all these different tasks students may develop all the previous skills that we mention at the beginning of this section and they will do it by enjoying and acknowledging their process of learning.

8.9. STEP-BY-STEP PLANNING

SESSION 1: "English vs. Spanish"

(Please, refer to Annex I for the materials of this session).

Step 1: Pre-reading

Pair work (5')

As a warm-up activity, the students have to think about three main differences between English and Spanish and they have to compare and discuss them with their partner.

After that, they have to decide which would be the most difficult aspect of learning a new language.

Step 2: Reading of a text

Individual work (10')

The students are given a text about the differences between English and Spanish, and some of the difficulties that Spanish speakers may encounter when learning English. They have to read it carefully and understand it. If they have any question, they can ask the teacher.

Step 3: Post-reading – Discussion of the text

Pair work (15')

Once the students have read the text, they have to answer different questions in pairs in order to talk about personal experiences with the language, and to express their opinion about the text: if they do agree or do not with the information and why.

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When they finish their pair discussion, the teacher asks for whole-class feedback.

Step 4: Follow-up 1 – Grammar revision

Whole-class work (10')

While answering the questions, the students are expected to use the past simple and the present perfect. The teacher reminds the uses of these two tenses.

Step 5: Follow-up 2 – Discussion of photos

Whole-class work (10')

The teacher divides the class into 5 groups of 6 people, and s/he projects different photos of significant and characteristic monuments or icons of one of the following cities: London, Liverpool, New York, Washington DC and Los Angeles.

After that, each group has to discuss and decide which photo they like the most and explain why.

If there is no more than one group who likes the same photo, the teacher gives the photo that each group has decided as favourite. If not, the teacher distributes them as appropriate.

SESSION 2: “Close translation”

Step 1: Warm-up activity: Preparation phase

Whole-class work (5')

During this part of the session, the teacher reminds the students their photos and s/he explains to them that they must search for information on the monuments, parks, museums, food, attractions or any other relevant information from their city by using the laptops and the Internet.

Furthermore, the teacher explains the next part of the task, which consists in a translation in pairs of the information gathered, and a correction of the translation of the other members of the group.

The translation that students are going to develop is a close translation. For this reason, during this part of the section the teacher explains to students what a close translation is.

Step 2: Search for information on the Internet

Group work (15')

The students will look for information about their monuments and cities on the Internet by using the laptops in the language laboratory.

The teacher gives the students a number of links where they can find relevant information about the different cities and s/he also tell them that they can expand their search by looking for information in some other websites.

Exercise 1. Take your photo, see it carefully and think about which city it comes about. Then, use the laptops to look for all the information about this city with your group. After that, tell it to the rest of your group.

The links of the different cities are the following

London: <http://www.visitlondon.com/es>

<http://www.hrp.org.uk/>

<http://www.history.co.uk/study-topics/history-of-london/houses-of-parliament>

Liverpool: <http://www.visitliverpool.com/>

New York: <http://www.nycgo.com/es>

Washington DC: <http://washington.org/>

<https://www.visitthecapitol.gov/>

Los Angeles: <http://www.discoverlosangeles.com/>

<http://lacity.org/for-visitors>

Step 3: Writing a text

Pair work (10')

Once the students have gathered relevant information about the monuments and the cities of their photos, they have to write a summarized text in English.

The groups are made up of 6 students, and they will be divided into 3 pairs. Each pair will focus on a different aspect, thus being the weather, food, history, customs and monuments.

Exercise 2. Once you and your group have gathered the information, divide the group into 3 pairs and distribute the different information you have gathered. With your pair, write a text in English about one of the different aspects:

- The weather
- Food
- History
- Customs
- Monuments

Step 4: Text correction

Pair work (5')

The three pairs in the group exchange their texts and check them for mistakes (peer-correction). The teacher is observing the students and s/he is around in order to help them if they need it.

Exercise 3. Once all the pairs of your group have finished the text, give yours to a different pair and they will correct it.

Step 5: Close translation

Pair work (15')

After the three texts have been revised, they exchange them again and they carry out a close translation. This way, the text has been written by one pair, corrected by another pair, and translated by the third pair in the group. In other words, each pair will have worked with the three texts, either composing, correcting or translating it.

The translation will be a close translation; therefore, the students must be as close as possible to the original information. Then, when each pair has its translation finished, they give their translation to a different pair of their group and they have to correct it.

Exercise 4. Now translate your text into Spanish and once all the pairs of your group have finished the translation, give your translation to a different pair and they will correct it.

REMEMBER!

You have to write a close translation, so you have to stay as close as possible to the original text.

Step 6: Follow-up activity – Discussion of translation problems

Whole-class work (5')

During the 5 remaining minutes and once the students have finished their translation, there will be a whole-class discussion about the relevant problems they encountered at the time of translating. The teacher will guide the discussion by bringing up potential problematic areas s/he observed.

The different questions that students will have to discuss are the following:

Exercise 5. Think about the problems you have found when translating and discuss them with your classmates.

What have you found difficult to translate?

What has been surprising to you?

What have you enjoyed the most? And the least? Why?

SESSION 3: “My language is not the same as yours”

(Please, refer to Annex II for the materials of this session).

Step 1: Warm-up activity – Quiz

Group work (15')

In order to refresh the information the students gathered about the different cities, at the beginning of Session 3 they will do a short quiz. Divided into the same groups of 6 people, the teacher projects a quiz asking them some questions about the monuments and cities they have worked on in the previous session. They have to answer them in groups; the group which obtains more correct answers wins.

Exercise 1. Let's play!

Pay attention to the different questions that will be shown on the screen and discuss each of them with your group. Once all the members of your group have decided the final answer, raise your hand and tell it to the teacher.

The group who answers more quickly wins the round!

Step 2: Pre-watching

Whole-class work (5')

As a warm-up activity before the watching of the video, the teacher asks the students if three sentences in English (containing similar mistakes to those of the video) are correct or not, and why, and if they think they may be problematic for Spanish speakers.

Step 3: While-watching

Individual work (10')

Activity 1: the students watch a video of two English teachers talking about typical mistakes that Spanish speakers make when learning English.

The teachers of the video suggest different sentences in Spanish which the students have to translate it into English.

Activity 2: after the teachers in the video suggest each sentence, the students have approximately 1 minute to translate it.

Then, the teachers show the typical mistake that Spanish people make and the correct answer.

Students check if they have also made the mistake or if their translation is correct. After that, they continue with the following sentence.

Step 4: Follow-up 1

Individual work (10')

In this step we will show a video in which an English speaker makes mistakes when speaking Spanish; this way, students realize that the Spanish are not the only ones having trouble when learning a language.

The video features the well-known singer Jennifer López. They have to write down the mistakes they think she has made and why they think she has made them.

The different videos may be found in the following links

<https://www.youtube.com/watch?v=Lj23Q5MjEUo>

https://www.youtube.com/watch?v=-IZ_mx_x4ys

Step 5: Follow-up 2 – Discussion

Whole-class work (10')

Once the students have watched the two videos, the teacher starts a discussion about the comparison of the two languages.

The teacher asks them if they usually make the mistakes of the first video, why they think they make them and how they would face them; s/he also asks them why they think the errors of English speakers take place and how they would solve them.

Exercise 2. Discuss the videos with your partners.

Do you usually make the mistakes of the first video?

Why do you think you make or you do not make them?

How would you face them?

Which errors have you found when Jennifer López has spoken in Spanish?

Why do you think Jennifer López makes these mistakes?

SESSION 4: “Dubbing a film”

(Please, refer to Annex III for the materials of this session).

Step 1: Warm-up activity / Pre-watching

Whole-class work (5')

The teacher asks the students whether they know what “simultaneous interpretation” is. Do they think it is difficult?

Step 2: While-watching

Whole-class work (5')

The teacher projects a video of a simultaneous interpretation to let the students know what it consists of, and also show them a model of what they will have to do later in the session.

The video lasts about 8 minutes, but we will only play up to minute 2. After they have watched the video they can ask questions or doubts.

The video may be found in the following link

https://www.youtube.com/watch?v=Z_tLrN504XQ

Step 3: Task: Dubbing a film

Pair work and individual work (20')

The students watch an extract of the film *Match Point* in Spanish, which lasts about 3 minutes. They watch it by using their laptops and their headphones. Then, they have time to prepare their dubbing.

Students work in pairs and discuss how they would translate it into English. They can use the Internet for information about structures, vocabulary, idioms, etc. that are difficult.

Once they have prepared their dubbing in written form, they record their performance of the extract, making sure that the length of the sentences and the speed of the speech match the movement of the lips (for slow-learners we might want to opt for subtitling instead of dubbing).

Step 4: Report phase

Individual work (10')

The teacher and the students walk around listening to and assessing how the other groups did.

Step 5: Self-evaluation

Individual work (5')

The teacher distributes a self-assessment grid to complete at home in order to make the students reflect upon their performance of the speaking activity. The grid includes aspects about content, understanding, vocabulary and expressions, grammar, fluency and register used during the activity.

Step 6: Project explanation and brainstorming

Whole-class work (10')

The teacher explains to the students that they will do a touristic brochure in the same groups of 6 people, working on the same city as in Session 1 and departing from the information they gathered in that same session. The brochure will have to be written both in English and Spanish, and must be colourful and attractive.

To start with, the students will do a brainstorming of ideas to consider which main aspects they should include in their touristic brochures; e.g. remarkable places to visit, the weather or typical food. The teacher writes down all the aspects that students suggest and if necessary adds those that s/he considers important too.

The teacher shows different touristic leaflets that the students can use as a model to design their own brochure. S/he also gives the students the link with the digitalized template they will use at home to create their touristic brochure.

The template that the students will use for their design of the touristic brochure may be found on the following link

http://www.brother.com/creativecenter/en_ca/business/brochure/travel/ENCA_COLORFULWORLD-BRO_3.htm

8.10. EVALUATION CRITERIA

Evaluation is the process whereby both, the students and the teacher, analyze the success of the different activities performed in class. For this reason, it is considered as a dual system since it covers, on the one hand, the learning process, and on the other hand, the teaching process.

The evaluation criteria enable the teacher to examine to which extent the different performances carried out in class have been successful or not. Consequently, the evaluation criteria of this didactic unit, which are directly related to the previous objectives, are the following:

- Whether or not the students can use translation to complete the different assigned tasks;
- Whether or not they can develop cooperative skills and use them to complete the tasks;
- Whether or not the students' autonomy in their learning process is promoted;
- Whether or not they are able to use the Internet in order to look for information about different cultures and countries;
- Whether or not the students are able to approach different English-speaking countries and customs;
- Whether or not they can perform a dubbing;
- Whether or not they compare and reflect the L1 and the L2;
- Whether or not they are able to use their creativity to design a touristic brochure;
- Whether or not they learn vocabulary and contents related to the topic of tourism.
- Whether or not they exchange and present information to their partners.
- Whether or not they understand oral messages.
- Whether or not the students can interact with their classmates and the teacher.
- Whether or not they read a text and information about different languages and countries.

<ul style="list-style-type: none"> • Whether or not the students can write in English.
<ul style="list-style-type: none"> • Whether or not they can translate different information.

Table 11. Evaluation criteria.

8.11. EVALUATION TOOLS

It is also crucial to include the different instruments whereby evaluation will be carried out. In this case, the instruments include the following:

- Self-evaluation sheets for students (please, see Annex III);
- Evaluation grids for the teacher about cooperative work and oral activities. (Please, see Annex IV).

The different percentages that will be allotted to each part are as follows:

- Activities performed in class: 20%
- Participation: 10%
- Dubbing: 30%
- Final project (Touristic brochure): 30%

8.12. MATERIALS AND RESOURCES

It is also essential to take into consideration the various materials that enable students to develop the different task carried out within the language classroom.

Thus, the different materials that have been used within the classroom in order to attain successful results through the development of this didactic unit include the following:

MATERIALS AND RESOURCES				
Computers	The Internet	Videos	An extract of a film	Headphones
The projector	Quizzes	Realia: Travel guides and leaflets	Handouts	Dictionaries

Table 12. Materials.

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To conclude, it is important to say that this didactic unit constitutes but a mere declaration of intentions with respect to the teaching process. It is necessary to take into account that each didactic unit must be adapted to the different characteristics of the groups and needs of the students. It has to provide the students with a means of learning according to what they are capable of doing.

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11. LEGISLATIVE FRAMEWORK

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- Law for Education in Andalusia (LEA) 17/2007 (Dec, 10th).
- Order of August, 5th, 2008, which regulates the evaluation and the curriculum of the learning process in Non-Compulsory Secondary Education.
- Organic Law of Education (LOE 2/2006 May, 3rd).
- Royal Decree 1467/2007, of November 2nd, whereby the minimum teachings corresponding to Non-Compulsory Secondary Education are established.

E. ANNEXES

ANNEX I: Materials for Session 1

Exercise 1. Read carefully the following text about the main differences between English and Spanish. Ask your teacher if you have any questions or doubts.

Differences between Spanish and English

Most students say Spanish is an easy language and English is a difficult language to learn. This may or may not be true, but they are certainly very different languages. Some of the biggest differences between Spanish and English are spelling, grammar and vocabulary.

English is famous for strange spelling. Even native speakers regularly encounter new words or names they don't know how to spell. It is even worse is when you add pronunciation to the mix. English spelling does not look like the pronunciation. Look at these words: *Barry, berry, bury*; or *good, food, flood*. What about *dough, though, enough, bough, cough*? Not a lot of logic there. On the other hand, Spanish spelling is phonetic. That means every letter represents one sound, always. There are very few surprises or exceptions as in English. Contrary to English, Spanish is logical and consistent: if you hear a word, you know how to spell it, and if you see a word, you know how to pronounce it.

Spanish and English also have very different grammar. Spanish has masculine and feminine, for example, but English uses no gender, except for personal pronouns, thus being *he, she, his, her* and *hers*. In Spanish, you need to know if a noun is masculine or feminine, and any article or adjective must agree in gender. A feminine example is "La Isla Bonita" (a popular song by Madonna: The Pretty Island) and a masculine example is "El Burrito Loco" (The Crazy Burrito, a popular fast food restaurant in Portland).

In the English, the adjective comes before the noun. In Spanish, it follows. In addition, verbs are very different. English has three forms for the present of the verb to be: *am, is, are*; two forms of other simple present affirmative verbs: *do, does, work, works*; and only one form in the past tense: *did, went*. However, Spanish verbs must agree with the subject, which means many different forms in every tense. For example, *work/works* in Spanish is *trabajo, trabajas, trabaja, trabajan, or trabajamos*. Worked is *trabajé, trabajabas, trabajó, trabajaron, or trabajamos*.

One more difference in grammar is how to say *you*. There is only one way in

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English, but many in Spanish. There is a different form for familiar (*tú*) and formal (*usted*). These are singular forms, but there are also plural forms (*vosotros* and *ustedes*). This makes English look simple.

For vocabulary, English is probably more difficult because it has more words. The English language, throughout its history, has mixed with many different languages and borrowed their words. Spanish, for the most part, has remained a purer language. Whereas most Spanish words are Spanish, many English words are not English.

For example, if you are describing a king in English, he could be a kingly, royal, regal and sovereign monarch. There are usually many different words for the same thing in English because we have the original Old English word (*king*) but also a Latin word (*regal*) and maybe a French word (*royal*). Sometimes there are multiple words from Latin (*sovereign*). English also borrowed words from Spanish: *cargo*, *embargo*, *siesta*; Arabic: *zero*, *nadir*, *sofa*; and Russian: *sputnik*, *perestroika* and *Bolshevik*. Spanish has a rich vocabulary, too, but the vast majority of its words come from Latin, from which Spanish originated. If you look at complete, unabridged dictionaries, the English will have many more entries than the Spanish.

Whether you are learning Spanish or English, you will notice many things that are different. English has more difficult spelling and punctuation, but Spanish probably has more complicated grammar. Don't let that stop you! They are both very important languages in the world today, and you should be very happy if you can speak and read them both. (Adapted from Nicholson, 2005).

Exercise 2. Once you have read the text, answer these questions to your partner.

- Do you agree with the text?
- Do you think English is easier than Spanish? If so, why?
- Do you go along with the assumption that Spanish grammar is more difficult than English grammar? Why?
- Did you notice these differences between English and Spanish?
- Have you ever been to any English-speaking country?
- Did you have any problems when communicating with the English speakers?

REMEMBER!

The **Past Simple** is used to speak about:

- actions or events in the past: *I went to the park yesterday.*
- things which happened for a long time in the past: *She lived in Spain for 15 years.*

The **Present Perfect** is formed with the **present tense** of the verb **have** and the **past participle** of a verb. E.g. I have eaten two pieces of cake.

It is used to talk about:

- something which started in the past and continues in the present: *She has lived there all her life.*
- something which happened in the past but is connected to the present: *I cannot use my dictionary for the exercise. I've lost it.*
- something we have done several times in the past and continue to do: *I've been reading this book every week.*
- an experience up to present: *My last birthday was the best day I've ever had.*
- someone who has gone to somewhere and has returned: *I've been to England twice.*

The photos the students will be given are the following

LONDON



LIVERPOOL



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NEW YORK

WASHINGTON DC



LOS ANGELES



ANNEX II: Materials for Session 3

The different questions projected during the quiz will be the following

- What is the name of famous district where *Central Park* is located?
- Where can we find the *Fifth Avenue*?
- Where is the famous *Walk of Fame* located?
- Where can we find the famous *Palace of Westminster*?
- If we talk about the *Beefeaters*, to which monument are we referring to and what is their function?
- What is the name of a famous street in London where was the recording studio of *The Beatles* located?
- Which is the name of the city which *The Beatles* come from?
- Which city is the capital of the United States?
- Where is the *United States Capitol* located?
- In which state is the city of Los Angeles located?

Annex III: Materials for Session 4

The extract of the film they will watch is that of *Match Point*



Self-assessment Grid: Assess your performance from 1 to 5. 5 would be fantastic; 4 very good; 3 good; 2 not bad; 1 bad.



Content

I have included all the contents.

The ideas have been well organized.

Understanding

My classmate could understand what I wanted to express.

My teacher could understand what I wanted to express.

Vocabulary and expressions

I have used expressions recently learnt.

I have used new vocabulary recently learnt.

Grammar

I have used challenging grammatical structures.

Fluency

I have spoken enough time.

I have spoken clearly without stops.

Register

I have used the correct expressions (informal or formal) depending on the context.

Table 13. Self-assessment grid. (Developed by Karen Jogan, Albright College, Reading, PA. Translation by author).

This would be the template for the touristic brochure

Sub-Heading Goes Here

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Phasellus auctor, nunc id pretium vestibulum, eros lacus faucibus lectus, vitae blandit sapien tellus sed nisi. Morbi sollicitudin ultricies ligula, ac vestibulum urna congue quis. Mauris pharetra tortor ut lorem facilisis mattis.

Cras ac facilisis risus. Nam molestie mauris semper ornare. Mauris congue feugiat lorem at porta. Ut vel nibh nibh, nec mattis magna.

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- Lorem ipsum dolor sit amet, consectetur adipiscing elit.

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ANNEX IV: EVALUATION TOOLS

EVALUATION GRIDS FOR THE TEACHER

EVALUATION GRID FOR COOPERATIVE WORK				
	4	3	2	1
EQUAL DISTRIBUTION OF THE WORK	Totally equal distribution of the task	Rather unequal distribution of the task	Unequal workload: very few students work	Unequal workload: only one student works
FOCUS ON THE WORK	All the time	The majority of the time	Sometimes	Never
INTERACTION	Exchange of ideas	Some exchange of ideas	Few exchange of ideas; s/he often get distracted	No exchange of ideas; s/he always get distracted

Table 14. Evaluation grid 1. (Adapted from deBourcier, A. et al., 2004).

EVALUATION GRID FOR WRITTEN MATERIAL				
	4	3	2	1
GRAMMAR	Excellent	Good	Insufficient	Inadequate
VOCABULARY	Wide range of vocabulary	Vocabulary in keeping with the current level of study	Some current vocabulary; there are key words missing	Minimum use of the current vocabulary; incorrect use of words
ORTHOGRAPHY	Excellent	Very few errors	Some errors	Too many errors
CREATIVITY	Creative and original	Some creativity	Little creativity	No creativity in the materials

Table 15. Evaluation grid 2. (Adapted from deBourcier, A. et al., 2004).

EVALUATION GRID FOR ORAL ACTIVITIES	
	YES NO
Correct Pronunciation	
Correct Grammar	
Fluency	

Varied vocabulary expressions	and	new and	
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Table 16. Evaluation grid 3. (Adapted from deBourcier, A. et al., 2004).