

**UNIVERSIDAD DE QUINTANA ROO**  
**DIVISIÓN DE CIENCIAS POLÍTICAS y HUMANIDADES**



***TRANSLATION AS A PEDAGOGICAL TOOL TO IMPROVE THE READING  
SKILLS AT THE UNIVERSITY OF QUINTANA ROO.***

**TESIS RECEPTACIONAL**

Para obtener el Grado de  
**Licenciado en Lengua Inglesa**

PRESENTAN

**Angel Uriel Canul Alcocer, Juan Arturo Miss Sierra**

Directora de Tesis

Mtra. Sandra Valdez Hernández

Chetumal, Quintana Roo, octubre de 2013



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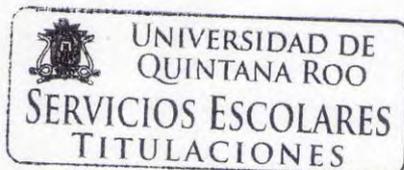
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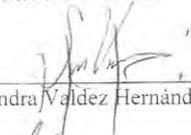
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COMITÉ DE TESIS

Directora:   
Mtra. Sandra Valdez Hernández

Asesor:   
Mtro. Alessio Zanier Visintin

Asesora:   
Mtra. Vilma Portillo Campos



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## **Abstract**

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### ***TRANSLATION AS A PEDAGOGICAL TOOL TO IMPROVE THE READING SKILLS AT THE UNIVERSITY OF QUINTANA ROO.***

This study was conducted among 63 university students of English from the University of Quintana Roo who were evaluated and asked with one reading test and one questionnaire about the previous test. The reading test was divided in three exercises according to the level of students and the questioner contained 5 questions about translation techniques. The application of both test and questionnaire took place in the classroom during their classes of translation. The study showed student's positive attitude toward translation as a tool to improve reading skills and an important subject in their major. The study concluded that most of students like translation not only as a subject, also as a skill to improve some abilities like speaking, writing, speaking and listening, according to them translation is a productive complementary subject.

## **1. INTRODUCTION**

One of the goals of the teaching and learning process is to acquire significant knowledge while learning English, there are several methodologies to reach knowledge; one of them is translation. Thinking about translation and its effects when learning English we started to think that this could help students when they learn, practice and understand the language. In order to identify whether there was effectiveness or not and to what extent we decided to carry out an investigation based on translation, some of the first questions we had in mind were: Have you ever thought about the reading problems students face while they are studying English? Is it possible to help students solve these problems by taking translation courses?. The purpose of this research work is to analyze if translation is a useful tool to improve reading skills. We believe that using translation as a tool is a good way to strengthen English learning, because by unconsciously translating you can learn and improve vocabulary, grammar, reading and writing skills.

As we know, translating is a process that involves reading a text, understanding and rewriting it in another language (English to Spanish or Spanish to English), and that is why we believe that this process multiplies the efforts of the students and they might improve the skills and sub skills implied in the process of language learning. Another purpose of this research is to identify whether or not students benefit themselves by taking translation courses. As students of translation, we nurture the belief that translation can help us improve our general culture and English language skills. When we talk about teaching a foreign language, we can find a lot of methods to do it, some

of them have been improved in order to teach better and to give students better tools to learn. It depends on the teacher which one to choose and use in the class.

Translation in class is one of the most controversial issues because according to some authors there is interference in the process of learning a foreign language. According to the pedagogical expert Howatt (1984), translation implies interference when teaching a foreign language. However, other scholars, like Cunningham (2010) and Baker (1992) argue that it can help a lot in learning a second language because it helps you to achieve different objectives and it is a new way of learning. Others like Harmer (1990), Edge (1993), Finocchiaro & Brumfit (1983), among others, think that translation can be helpful in the classroom.

For decades there have been debates and discussions about using translation to improve reading and other skills. With this research we try to prove that translation can be considered as a tool to improve your reading skills. We decided to choose this topic because during the translation courses we realized that translation is a subject that has the advantage of making students think, not only by using the translation techniques; but also, this subject makes student learn unconsciously about what they are reading.

Nowadays, we are in a competitive world that demands more and more from ourselves and it means that we have to learn more, be more prepared and be able to communicate with people from other countries, and this will be achieved through the learning of new languages and of course new cultures. In other words, we state that these days it is almost mandatory to learn foreign languages in order to be successful and of course it is very important to mention that we have to learn about foreign cultures, too.

Some teachers argue that translation is a disadvantage in the process of learning a second language and even more so when we talk about the reading skill. We truly believe that translation can help, that is the reason we chose to analyze translation and its effectiveness as a tool that can be exploited in order to improve one of the most important skills when you learn a foreign language, namely reading.

Unfortunately, in our country reading is not a popular activity. Many people consider that reading in their own language is difficult, and so reading in another language, in this case English, will be more difficult. We consider that translation can be helpful and useful when you are learning a second language. We have to underline that translation is one of the most powerful tools to communicate in the world. For many years, translation has helped to facilitate communication among people around the world. Without translation, it could be difficult to achieve effective communication with people from another country, to know about their culture, history and most important, we would not be able to talk to these people and probably we won't be able to know these people. We live in a world where we can find a wide variety of cultures and languages. Many people travel around the world for different purposes, business, work, studies, and so on. Nowadays, we live in a cosmopolitan world. That is why we state we have to be prepared to face new challenges in our lives and professions.

### **1.1 Definition of the problem**

Translation in teaching English as a foreign language is a controversial topic; however, some experts support the idea that translation can be useful to improve English learning. That is the reason why it is important to emphasize that translation would be an uncommon application as a pedagogical tool, due to the lack of emphasis on teaching techniques that incorporate translation in foreign language classes and the inadequate use of translation in an effective teaching process.

It is important to mention that translation might be taken into account to achieve different objectives in class. However, a wide variety of teaching methods have been improved in order to teach better and to give students a better understanding. These methods had displaced translation as a different and unique teaching method and it is important to say that sometimes it is not considered as one of them. Several researchers have carried out extensive studies which support the idea that translation deserves a more important place in the educational system, among them are Cook (2000), Cunningham (2000), Haywood (2002), Carreres (2006), Barrera & Flores (2010) who support that translation is useful when learning English.

It is very important for this research to clarify that in order to formulate our hypothesis the following research work is going to analyze if translation is a useful tool and method to improve reading in teaching English as a foreign language. There are different views for and against the use of translation as an English teaching method in class. It is important to mention that there is a constant renovation and evolution of the different teaching methods in class.

## **1.2 General Objective**

This study aims to identify if translation is a useful tool and method to improve reading skills in the English major of the University of Quintana Roo.

### **1.2.1 Specific Objectives**

To analyze whether or not translation is a useful tool to improve reading skills.

To identify if students benefit themselves by taking translation courses and to what extent.

### **1.3 Research questions**

We thought about research questions and hypotheses taking as a reference our experiences as students of the English Language Major; what we have felt and what we have seen in our process and our classmates about translation and reading.

#### Research Questions

Is translation a useful tool to improve reading skills?

Can translation techniques help students to achieve better reading comprehension?

Will students understand better what they read if they take translation courses ?

## **2. PURPOSE AND SCOPE OF THE INVESTIGATION**

Along our major we have experienced some problems with reading, especially during exams, and we have even seen these problems with our classmates: that's the reason why we decided to look for alternatives to help ourselves and our classmates. Our research is focused on how translation can help students to improve reading. From our personal points of view, it can be possible to improve the reading skill through the process that involves translating a text.

During the process of translation we have to read the text once or twice, we have to rewrite the text in another language (English to Spanish or Spanish to English) and by doing this we practice different grammar and syntactic structures. Also, it is important to mention that through

translation you can learn from other disciplines such as history, literature, medicine, laws and expand your general culture. We also think that by doing this we can motivate students to read more, and be interested in reading more, which might help to improve our life and work.

Thinking about our life and experiences as students and taking into account our learning and studying processes we have realized that in our classes of translation we have improved our English skills. These are the reasons why we think that if we implement translation as a tool it would be useful for the students that have problems with reading.

Translation is a discipline that covers several areas and not just English. When we are in English classes, teachers tell us that we have to practice in order to improve our skills in reading and writing. We know very well that these two skills are difficult to develop and many students fail because they haven't sufficiently developed these abilities. Since we have already taken three courses of translation we know that there is a process to do it. Firstly, you have to read and understand the text. This first step helps you to improve your reading skills. Then, you have to write what you have to translate (English to Spanish or Spanish to English) and through this process you go noticing your mistakes and therefore you improve your writing skills by analyzing your own problems and mistakes.

As we mentioned before, implementing translation is going to help students with difficulties in reading; and we believe that it is a new alternative to learn English. Furthermore, it will help to improve the skills in which they have problems. We know that teaching a language is not easy, and nowadays teachers need to improve their methods and techniques to teach a language, they need to

find new ways and methods to transmit the knowledge to the students because traditional methods that already exist sometimes are not sufficient to improve students' abilities. That is why it is important to have or to find new methods and techniques to give students a new attitude and a new vision that there are also new methods to improve the acquisition of a second language. We want to give a new way, a new method to help not only the students but also the teachers. There are a lot of methods to teach a foreign language and many of them function and are considered good, and teachers generally choose the method that they think is good for the students. As we know, at the time of choosing a method teachers have to consider and to be aware of what students know, what they need and what they have to achieve.

In the English Language Major at the University of Quintana Roo, English is taught by abilities or skills that are speaking, reading, writing, listening. These abilities are only taught in the English classes and in the classes of reading and writing in English. Through the time we have been studying here, we have experienced that many students have difficulties with reading.

In our major we have a high percentage of students that drop out of the major because they can not pass some exams, and there are also teachers that want to try new methods to teach English, apart from the ones that already exist. Translation is a controversial option because some teachers think that it interferes with the process of acquiring a second language; on the other hand there are researchers who think that it is a good way to improve the process of learning a new language. Our main purpose is to analyze if translation can help students to improve and develop the reading skills.

## **2.1 Review of Literature**

In this chapter we present the most representative topics on translation and reading basis of our research. We clarify concepts, theories and techniques based on several theorists.

### **2.1.1 Translation and translation techniques**

Translation is an activity that consists on understanding the meaning of a text in one language, called original text, and to translate that text in another language, keeping an equivalent meaning. The result of this activity is the translated text (Baker 1992).

The word translation derives from the Latin *translatio* (which itself comes from *trans-* and *fero*, together meaning "to carry across" or "to bring across"). The modern Romance languages use words for translation derived from that source and from the alternative Latin *traduco* ("to lead across"). The Germanic and Slavic languages likewise use calques based on these Latin sources.

During the process of translation we can use different "translation techniques" that help us to guarantee the successful translation of a text.

According to *Gabriela Bosco (1995)* the translation techniques are divided in two different groups: Direct Translation Techniques and oblique translation techniques.

Direct Translation Techniques are used when structural and conceptual elements of the source language can be transposed into the target language. Direct translation techniques include: borrowing, calque and literal Translation.

A. Borrowing is the taking of words directly from one language into another without translation.

Many English words are "borrowed" into other languages; for example *software* in the field of technology and *funk* in culture. Borrowed words are often printed in italics when they are considered to be "foreign".

B. Calque is the translation process of borrowing a phrase from another language and translate it literally word-by-word. You often see them in specialized or internationalized fields such as quality assurance (*aseguramiento de calidad, assurance de qualité*) taken from English. The meaning of other calques can be rather obscure for most people, especially when they relate them to specific vocations or subjects such as science and law. *Solución de compromiso* is a Spanish legal term taken from the English *compromise solution* and although Spanish attorneys understand it, the meaning is not readily understood by the layman. An unsuccessful calque can be extremely unnatural, and can cause unwanted humor, often interpreted as indicating the lack of expertise of the translator in the target language.

C. Literal Translation is the process of word-by-word translation. It can be used in some languages and not in others depending on the sentence structure. For instance, *El equipo está trabajando para terminar el informe* would be translated into English as *the team is working to finish the report*. Sometimes it works and sometimes it does not. For example, the Spanish sentence above could not be translated into another language using this technique because the language structures are different.

On the other hand there are the Oblique Translation Techniques that are used when the structural or conceptual elements of the source language cannot be directly translated without altering the meaning or upsetting the grammatical and stylistics elements of the target language.

Oblique translation techniques include: transposition, modulation, reformulation or equivalence, adaptation and compensation.

- A. Transposition is the process where parts of speech change their sequence when they are translated (*blue ball* becomes *boule bleue* in French. Transposition is often used between English and Spanish because of the preferred position of the verb in the sentence: English often has the verb near the beginning of a sentence; Spanish can have it closer to the end. This requires that the translator know that it is possible to replace a word category in the target language without altering the meaning of the source text, for example: English *Hand knitted* (noun + participle) becomes Spanish *Tejido a mano* (participle + adverbial phrase).
- B. Modulation consists of using a phrase that is different in the source and target languages to convey the same idea: *Te lo dejo* means literally *I leave it to you* but translates better as *You can have it*. It shifts the point of view of the source language. Through modulation, the translator generates a change in the point of view of the message without altering the meaning and without generating a sense of awkwardness in the reader of the target text. It is often used within the same language.

- C. Reformulation or Equivalence is the process to express something in a completely different way, for example when translating idioms or advertising slogans. The process is creative, but not always easy.
- D. Adaptation occurs when something specific to one language culture is expressed in a totally different way that is familiar or appropriate to another language culture. It is a shift in the cultural environment.
- E. Compensation can be used when something cannot be translated, and the meaning that is lost is expressed somewhere else in the translated text.

Peter Fawcett (1997) defines it as: "...making good in one part of the text something that could not be translated in another".

As Louise M. Haywood (2002) from the University of Cambridge states, "we have to remember that translation is not just a movement between two languages but also between two cultures. Cultural transposition is present in all translations as degrees of free textual adaptation departing from maximally literal translation, and involves replacing items whose roots are in the source language culture with elements that are indigenous to the target language. The translator exercises a degree of choice in his or her use of indigenous features, and, as a consequence, successful translation may depend on the translator's command of cultural assumptions in each language in which he or she works".

The most commonly used and most popular translation techniques are: literal translation, borrowing, adaptation, equivalence, calque and modulation. These are the same techniques that we

put into practice during the translation class. Some of them such as literal and calque techniques are the most used in English classes because they are easy to use and to understand.

The goal or the objective of translation is to create a relationship between the original text and its equivalent. The goal of translating is that both texts have to be equivalent in meaning and transmit the same message.

Garcia Yebra (1997), defines translation as: “translating is talking in another language what is talked in a source language conserving the semantic and stylistic equivalences”. On the other hand, E.A. Nida (1986), states that translation is “to reproduce in a different language the message of the original”, for example, from Spanish to English or vice versa.

As we know, researchers have spent a lot of time researching about how to teach English as a foreign language and creating new methodologies. We have taken into consideration a considerable number of these researches, and they have been very useful since they have a close relation with our objectives and with what we want to prove in our research. In the following paragraphs we are going to mention the opinions of some researchers related to our topic.

In a study made by Cindy Cunningham (2000), named “Translation in the Classroom”, she mentions that according to Heltai (1989), oral translation represents a very productive activity where the students do not translate word by word; on the contrary, they build a general idea in their minds and focus on the real meaning. She also mentioned another advantage of translation, offered as a special skill to the students, through which they learn to be independent learners because of the

process of doing a translation, in which they have the opportunity to make an autonomous analysis of their progress, not only through speaking activities in class to develop their target language proficiency, but also by developing translation activities in class and improving their writing and reading skills.

As a conclusion of her study she states that it is not possible to convince all the people that translation is an effective tool in class, but she assures that this methodology, used with the correct materials, could be very useful to improve the learner's language. She mentioned that the teaching methodologies which imply translation are being tested by many teachers and she hopes that the potential usefulness of translation will be considered more and more often.

On the other hand it is important to mention that one of our goals for this research was the relation between reading and translation, and that is why we consider it necessary to clarify some aspects and techniques involved in the reading process. It is necessary to know the kind of readings we as language students read, the reasons for reading, the process we activate while reading, the reading techniques applied and in general the objectives for reading.

Reading is an active skill, it is a fluent process which involves the reader and the reading material in building meaning. In other words, meaning does not reside in the reading material; it resides in the head of the reader. Readers move through the printed text with specific purposes in mind to accomplish specific goals. However, there is a challenge when students read in a second language; much of the reading is not fluent. They may be moving through one word at the time because students are not actively engaged with the text in a meaningful way.

What do we read?

According to Grellet (1981) we normally read novels, short stories, tales, poems, letters, postcards, telegrams, newspapers, books, and recipes. Normally we read all these things. In different moments of our life we could say that these are the most popular readings.

The most important resource that any potential reader possesses is an awareness of the way in which we use the language. There are two things which we all know about language: first, we use it for a purpose and second, it only makes sense in context.

Reading is so much a part of daily life for those of us who live in literate communities. Our day-to-day reading behavior is highly selective. Just as we filter spoken languages in deciding what to attend to, so do we filter written messages. Reading is selective, some parts being read with greater care than others.

Why do we read?

According to Grellet (1981) there are two reasons why we read, for pleasure and for information. We agree with the author in that we read for information because we want to know what is happening in the world, what happened in the past and we read for pleasure because we like to read about adventures, suspense or drama.

On the other hand Catherine Wallace (1988) mentions three reasons why we read: reading for survival, reading for learning and reading for pleasure. Reading for survival refers to the need of reading in response to our environment; for example, the signs on the streets or directions in case of an earthquake. Reading for learning means to find out information on a strict utilitarian basis; also,

one might expect reading for learning to be exclusively school related. Reading for pleasure means to enjoy the printed material; we choose to do it, is done for its own sake. It does not matter what your reasons for reading are; it is not very likely for a person to be interested in the pronunciation of what is read, and even less likely to be interested in the grammatical structures of the text. People read because they want to get something from the reading and understand the message.

How do we read?

Francoise Grellet (1981) mentions some techniques that we use when we are reading: skimming, scanning, extensive reading and intensive reading. We could say that these are the most used techniques and we use them depending on what we are reading in a specific moment.

“Reading involves a variety of skills: recognizing the script of a language, deducing the meaning and using unfamiliar lexical items, as well as understanding explicitly stated information”. (Grellet, 1981)

## **2.2 Reading techniques**

### **2.2.1 Skimming and scanning.**

Most of the times we use just two techniques when we have to read: skimming and scanning. According to Grellet (1981) both are necessary for quick and efficient reading.

Skimming means to read quickly to know how the text is organized or to get an idea.

Scanning refers to locating specific information: eyes wonder over the text.

Why should teachers want learners to read in a foreign language?

This is a good question and according to Williams (1981), learners can further practice a language through reading, as well as through listening and speaking.

Williams (1981) states that “they can practice language in order to re-use it in writing. Learners can learn how to make sense of texts, in order to extract the information they need from them”.

One good advantage is that students can find enjoyment and the teacher can relax from time to time in the classroom.

Objectives in reading:

According to Williams (1981) when we read we have some objectives and he mentions some of the most common ones, such as:

1. Reading flexibly according to the purpose.
2. Learning language and context from reading (be able to continue learning). Normally, when we are learning a new language we read in order to get new vocabulary, new words or phrases to increase our vocabulary.
3. Reading with some degree of critical awareness.

He also underlines that it is important to say that these objectives are not appropriate for all situations. They vary according to the learners (age, interest, and what they have already learned).

As far as the material is concerned, it should not contain a large amount of language too difficult to be understood.

There are different styles of reading for different situations. The technique you choose will depend on the purpose of reading. For example, you might be reading for enjoyment, information, or to complete a task. If you are exploring or reviewing, you might skim a document. If you're searching for information, you might scan for a particular word. To get detailed information, you might use innovative techniques such as SQ4R (survey questions for reading). This is a versatile strategy because it engages the reader during each phase of the reading process. You need to adjust your reading speed and technique depending on your purpose.

Many people consider skimming and scanning as search techniques rather than reading strategies. However, when reading large volumes of information, they may be more practical than reading. For example, you might be searching for specific information, looking for clues, or reviewing information.

Web pages, novels, textbooks, manuals, magazines, newspapers, and mail are just a few of the things that people read every day. Effective and efficient readers learn to use many styles of reading for different purposes. Skimming, scanning, and critical reading are different styles of reading and information processing.

**Skimming** is used to quickly identify the main ideas of a text. When you read the newspaper, you're probably not reading it word-by-word; instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move down the page or screen. Most people usually read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

**Scanning** is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, it is important to read for the author's use of organizers such as numbers, letters, steps, or the words *first, second, or next*. Look for words that are bold faced, in italics, or in a different font size, style, or color. According to Neil Anderson (1999) reading is an essential skill for English as a second language; with strengthened reading skills, English as a second language readers will make greater progress and attain greater developments in all areas.

We believe that this is a very important argument since, as we mentioned before, by reading a person can get much more than just develop a skill. In other words, we can learn many things about other areas. For instance, areas related to history, literature, politics, culture and so on.

According to Angeles Carreres (2006), translation needs more theoretical support to regain its importance as a pedagogical tool. An interesting point that she states in the study is the fact that translation became a “victim” of the grammar translation method because this did not take into account the communicative function of the language, thereby provoking a generalized rejection toward everything related to translation.

In another research made by two students at the University of Quintana Roo in 2010, Barrera and Flores’ “Translation as a Pedagogical Tool: Perceptions of the Students of the English Language Major at the University of Quintana Roo” they found out that most of the students like translation not only as a subject which is part of the curriculum but also as a skill that improves diverse abilities (especially reading and writing) in their English language acquisition. In their research they stated “Most of the students believe that translation helps to speed up the effective learning of many aspects of the target language. They consider translation as a productive complementary subject.” We agree with this statement because as students of English and after taking three translation courses we can say that this is truth because we have perceived and noticed that during the class and the process of translating there is a greater impact in the practice of the writing and reading skills; the students also see translation as a useful tool that helps them to improve additional sub-skills and to develop language features that complement the four skills.

Despite this generalized agreement that translation works as a useful pedagogical tool in class, there is a marked gap in opinions about the use of translation as the only tool in class. We think that translation is useful and productive only as a complementary tool to improve language in class, and we suppose that it is necessary to develop some aspects of the target language, mainly the reading and writing skills.

### **2.3 Relevant theories for or against translation**

Our study was focused on the effects of translation and reading in which we want to analyze if translation can help improve reading skills. Through this methodology we wanted to evaluate how students are improving their reading skills. We applied a pre-test, a post-test and questionnaires in order to triangulate the information.

Cindy Cunningham (2000) used a similar method. She exposes an informal case study in which she worked with Japanese students who were beginning to learn English. She identified a common problem in her English class: they were confused when using auxiliary verbs such as do/have/be in sentences, so she experimented with a guided activity in class and gave them some sentences in English with its adequate translation; students had to identify words associated with the auxiliary verbs and find a common word in Japanese. After the work she concluded the study with excellent results because the students were able to find the missing words according to the context of the translated sentences. She has also applied this task in class for adult students who identified the correlation of the sentences' structure in an effective way.

Now, according to our research topic we will mention different points of view about translation as a pedagogical tool, as well as arguments against and in favor of using translation to teach L2.

According to Joaquin Garcia-Medall (2001) translation as a pedagogical tool for teaching and learning of L2 has created a clash between those who believe that its application is more harmful than beneficial and those who find more benefits than prejudices in its use.

There are some arguments against translation used as a pedagogical tool. For instance:

- Translation is an activity that just involves two skills: reading and writing.
- It is not a communicative activity.
- Translation has been practiced unsystematically, casually and without planning.
- Translation is associated with literary and scientific texts, which do not involve the communication needs of the student (Viqueira, 1992: 76).

On the other hand there are some favorable statements about it:

- Translation reflects the imperatives of communication. It is not a simple comparison and search for correlations between L1 and L2; it is the pursuit of the ultimate meaning of the messages (Thomas, 1995). So, translation requires more than linguistic skills.
- Translation is another tool to teach the L2, because there is a close relation between linguistics, translation and didactics of L2 (Arriba García, 1996a, 1996b).

- According to Arbuckle (1990) we do not have to forget the value of the direct translation in L2 classroom because it asks for a precise study, appropriate use of grammar, knowledge of phrasing and style. It must be a teaching technique in L2 learning. It naturally leads to the contrast of the languages in use. Moreover, the inverse translation (from L1 to L2) is a humble activity and a revealing one in that it is essential to observe the idiosyncrasies of the L2 and to improve students' competence.
- Translation has to be a post-communicative activity, a third level in a teaching program, because it has been taught at the wrong time, when students have not achieved sufficient language proficiency to take advantage of their efforts. Moreover, the translation prevents loss of time in the teaching of L2.

The methods of teaching and learning of a L2, throughout the nineteenth and twentieth centuries, have come out against or in favor of using the kind of L2 translation as a teaching procedure.

Some of these methods are:

- The grammar-translation method
- Direct method
- Audio-lingual method
- Communicative method

The role of reading in translation is rarely discussed in the literature. Translation has mainly been discussed within a product-oriented framework. The more process-oriented approaches of

recent years have taken notice of reading as a component activity of the translation process. However, few empirical studies have been completed which address the role of reading in translation. The way a person reads, and the result of that reading (some sort of mental representation of the text or text segment), will depend on the reader's purposes and motivations.

For years many experts have carried out researches on the role of translation in teaching a foreign language. The question is: Does it have an important role? Or it is not important? When we talk about reading the role of translation is important because it helps us to understand what we are reading word by word.

According to Widdowson (1979), "The use of translation as a teaching technique has long been viewed with suspicion by language teachers and many, of course, proscribe it altogether as a matter of principle. I want to argue that translation, conceived in a certain way, can be a very useful pedagogic device (Widdowson, 1979).

Translation is a natural and necessary activity. All the people who have traveled to another country have noticed this and every time we talk to a foreign student or friend we do translate. Every time we receive a message in another language we translate it mentally.

"Real world foreign language use is full of translation and for the majority of the world's population, switching and negotiating between languages is part and parcel of everyday use" (Cook,2002).

Inevitably, students look for lexical meanings in their own language and this process can be used in the classroom, discussing about the lexical and semantic meanings of the two linguistic systems and taking notes about them.

“Problems arise when teachers try to avoid using the first language in class. The explanation is clumsy, consumes valuable class time and, judging by the students attempt to use it, not understood. A quick translation would have short-circuited the rather tortuous process” (Nunan and Lamb, 1996 ).

Translation is useful because you can find the meaning of a word, any word we want, also to interpret new phrases, something important to get the students to use the dictionary, to compare the two linguistic systems. “Translation is useful in the EFL classroom in order to compare grammar, vocabulary, word order and other points in English and the student’s mother tongue (N.J. Ross, 2000, cit, en Kavaliauskien, ESP WORLD, 2002).

Guy Cook says something important about this: “Learners need a bilingual environment with a lot of translation and a lot of code switching and focus on form, meaning and language use” (G. Cook 2001).

Translating is a very interesting process because it gets the students used to the correct use of dictionaries, something important to any person interested in the area of languages, translation or interpretation.

Translation is obviously used when we are trying to learn new words, when we watch a phrase we want to use and we do not know the meaning. Bowen and Marks (1994) say: “Someone, somewhere, suggested that translation was somehow a bad thing to be avoided at all costs. But most English teachers around the world share the same mother tongue as their learners. Avoiding translation at all costs is absurd. It is a useful tool when it is appropriate and constructive to use it. Some learners operate particularly effectively by relating lexical items to their L1 equivalents. Prohibit this bilingual approach could have extremely negative effects on the motivation of such learners” (Bowen and Marks. 1994)

Other theorists related with language teaching put forward the same argument that Widdowson (1979) used. For instance Guy Cook (2000) says: “The practice of translation has been condemned so strenuously for so long without any really convincing reason that is perhaps time the profession took another look at it. He continues to say that: “It is to be hoped that this prediction will be realized in a renaissance of translation in language teaching” (Cook, in Baker et al. 2001).

Recently some activities were proposed that have translation as an activity in the classroom, like for example the discussion about possible alternatives in the process of translation, works related with translation in groups or pairs with little texts.

Duff (1989) says: “As a language learning activity, translation has many merits. It invites speculation and discussion, develops clarity, flexibility and accuracy. The teacher can select material to illustrate particular aspects of language and structure with which the students have difficulty. Translators will always be needed. (Duff, 1989)

Some teachers consider translation as an important part in the process of learning a second language. Others do not. It depends on the teacher and how he wants to teach his students. Brumfit and Finocchiaro (1983) say: “Translators drills have been the subject of controversy until recently. Now, the majority of educators appreciate their value: ideally, the student should not use the native language but this is unrealistic in some circumstances, and the teacher might wish to do a translation exercise in two steps within the same lesson (Finocchiaro and Brumfit, 1983)

Even teachers from other majors or subjects consider that translation is an important tool in the process of learning a second language like English. Professor Popovic, (2001) with a M.A. in linguistics, says: “The search for the super method as the ultimate solution of language teaching problems may be in vain, and a different track should be pursued instead: attention ought to be shifted on the identification of alternative techniques. Translation is a legitimate pedagogic tool especially in an EFL environment, and deserves to be rehabilitated”. As was mentioned before, a new method could be helpful for the students, a new one to help the students improve their second language.

Professor Popovic (2001) continues: “Translation is a real-life communicative activity. The learners translate in class for peers, decode signs in the environment, translate notes and letters, etc. Moreover, with the increased mobility of persons and goods, translation is expected to be practiced almost on a daily basis. Language competence is a two-way system, and we should be able to communicate into and from the same system” (Popovic, 2001)

The process we applied in order to prove our objective had its variables and we had to be aware of them. The variables we had to take into account were: students from the seventh and ninth semesters of the English Language Major at the University of Quintana Roo, what students believe about translation as a tool to improve their reading skills, their reading comprehension level of English and their reading skills in general.

### **3. METHOD**

This study, which is a pre-experimental research was conducted in 2011, in the University of Quintana Roo. The type of research, the design, the participants and the instruments are described as follows.

#### **3.1 Type of research**

The type of research used in this study is quantitative and qualitative, which is defined according to Creswell (1994) as a type of research that is explaining phenomena by collecting numerical data that is analyzed using statistical methods. Whereas qualitative is the type of information collected by the participants.

#### **3.2 Research design**

The research design for this study was pre-experimental since it was carried out with three groups. Pre-experimental designs are so named because they follow basic experimental steps but they do not include a control group. In other words, three groups were studied but no comparison between an equivalent non-treatment group was made.

### **3.3 Participants**

Students from the seventh and ninth semesters of the English Language Major at the University of Quintana Roo. The reason we decided to work with students of these semesters is that we believe that they had a deeper preparation, they knew their weaknesses and strengths; also, they had taken different subjects during their studies at UQROO. They are focused on learning and developing their English language skills in a deeper way. Also, we decided to work with students from those semesters because the students from the seventh semester were going to take their first course of translation, the students from the ninth had already taken two translation courses, and we consider that the students of these levels have a better understanding of the foreign language and this could be helpful for our research work. The total of students from seventh semester in the morning was 25, in the afternoon we had a total of 14 and 22 students from ninth and seventh semester making a total of 64 students. Age differed a lot in the 3 groups, we know there are students that are very young (20-24) and some students are over 30, so we didn't have an established or an average age in the students' sample. We want to mention that in both groups in the morning sessions, students were accessible, they collaborated with us, they never complained and they never refused to do the survey and test. Observing these groups we could notice that they focused on the survey, they were paying attention to the question. Their behavior was like if they were doing a normal exam or a final exam. To be honest we were surprised of their behavior because they were polite, kind and they collaborated a hundred percent. On the other hand, with evening groups, we had some complications because they had class from 8 pm to 10 pm; that's why

students were complaining because they wanted to leave the class before 10 pm. However, after we explained the purpose of the exercise they were going to solve, they collaborated with us and the two times (the first application at the beginning of the semester and the second at the end of the semester) we were there, they helped us by solving the exercises. It is important to mention that some students (1 or 2) were in disagreement about doing the exercise and they just solved it randomly. Also, we had another complication: in the second test some students were absent and as a consequence they did not solve the exercise. We thought, this problem could make us have some problems on the results but at the end we realized that it was a small group of students and therefore we could apply the survey easily. We confirmed this by talking to our tutors and this made us continue with our research without any problem. Actually we did not have a lot of troubles during the application of the survey; we could do it with calm, on time, and most important with the support of our tutors and the students.

As we mentioned before we had a total of 64 students, of which 34 were women and 30 were men. We arrived to the classroom 15 minutes before in order to organize the test sheets and also to talk to the teachers and ask for their permission to apply the survey. Therefore, the teachers were aware that we were going to be there, so when we arrived they just told their students that we were there in order to do an exercise for our thesis research and then, the teachers left the classroom.

### **3.4 Instruments.**

In the study we applied a survey based on Barrera and Flores (2010). The questionnaire consists of five questions that students had to answer according to their experience and ideas on translation and reading. The nature of this research is pre-experimental and cognitive because we used surveys to know the results of a hypothesis.

We applied a pre-test at the beginning of the semester, a post-test and a survey at the end, in order to get the results we expected. The pre-test had three exercises; these three exercises were all of reading. As our purpose was to prove if translation improves reading, we decided that each exercise was about three different reading skills. The first exercise was about matching letters with the correct paragraph for extracting the main ideas in a reading; it consisted of eight items; in this exercise students applied the scanning skill. The second exercise was for understanding text organization, the students applied scanning and skimming and it consisted of nine questions. The last one was about fill in the blanks, the students had to deal with unfamiliar words and they had to infer the meaning of the words.

#### **3.4.1 Data Collection Procedures**

For the implementation of the project we applied a pre-test, a post-test and a survey, previously checked by our supervisor. We first asked for permission to the translation teachers in order to see if they could let us apply the survey in their class. Both teachers were accessible to us; they were kind all the time. The first and the second time we applied the survey we talked to the

teachers before and both times they agreed. When we arrived to the classroom they left and we had the freedom to manage the class and talk to the students. we want to mention that we received a total support from both teachers, they never said no, we were received in a good way and in a good environment and as we said before they gave us the support to apply our survey and test. Once in the class, we explained the objective of our research, and then gave the students the tests and the questionnaires. We took turns to give instructions, to explain the reasons and the way we were going to work and the reason why doing this research. Students never showed disrespect for us: it was the other way around, they showed respect and cooperation. Also, we monitored the class in order to be aware of doubts and to check if they were working in a correct way, in other words to be aware if they were doing the activity correctly. As we thought some students asked about the questions, especially from the survey and also they asked about the instructions. We were aware of this at all times and we solved all doubts the students had. After the students answered the questionnaires, we collected them and we gave thanks to the teacher and students for their cooperation with us.

Also, we expected to know from the students of the ninth semester how much they had improved their reading skills through the first course of translation by submitting a questionnaire. We expected to get a high level of reading and writing improvement, because they had already taken two entire courses in translation and they could tell us if they thought that the course helped them to improve their skills or not. In general they did a good job even when in the second round some students didn't do the survey; they showed improvement in the test. This group was very

cooperative with us, the students were nice, they never say no to us. The teacher of this group also was kind when we arrived, and asked to the students to help us. Two groups were from seventh semester and one of nine. The group of nine were the smallest, they were 14 students. Seventh semester from the morning were 25 and the afternoon group also of seven were 23.

We wrote notes during the experimental class in order to see the students' behavior and the way they reacted with this experiment. The behavior of the 3 groups was excellent, we never felt uncomfortable. To be honest, we thought that we were going to be received in a bad way but it was the opposite, they showed respect and support. After that we wanted to interview the students in order to know how they felt during the class and if they thought that they had improved their skills with the translation class. Something we noticed during the applications of the surveys and the tests was the time. They took less time the second time they did the survey and test: they did it in around 10 minutes less than the first time. The behavior was better than we thought, they asked when they had a doubt. They treated us as if we were their teachers. We felt comfortable during the application; the environment was appropriate to do our job.

We can summarize the data collection procedure in the following chart:

Stage	Description
1. Sampling	3 groups of translation courses were selected. Each of them represents a different semester of the English Language Major at UQROO.
2. Logistics	The teachers and the students were invited to be part of the research. A series of appointments were programmed for different dates.
3. Instruments application	The pre-test and the post-test and questionnaire were designed.
4. Collecting information	In this stage we collected, evaluated and organized the information for the analysis.
5. Analysis	At this point software was needed to analyze every instrument applied during the research.

Chart 1. Data Collection Procedures

#### 4. DATA ANALYSIS

At this stage of the research, at the end of the semester we collected all the questionnaires and tests in order to analyze them. In order to represent our results, we analyzed them using analysis through SSPS-2002 program to convert those results into correlations with the initial and final results. After the analysis we designed some graphics to illustrate the results. And finally to triangulate and validate the information experienced professors helped to revised the data collection.

## **4.1 Results and Discussions**

This chapter provides extensive analysis and clarification of the data gathered during the research. We provide the responses of the research questions as well as the questions in our questionnaire. For the question research, we applied and used the pre-test and post-test results.

### **4.1.1 Pre-test/Post-test**

The first section is about the section number 1 of the test (see on Appendix), the exercise was about matching words with the correct paragraph. It's a text about a famous American actress and it's divided into 9 paragraphs and 9 phrases to complete or match the text. We divided the test in three sections. In this graphic we could observe that there was a low increase from application 1 to application 2: students got lower grades (less than 5) in the first round but in the second application according to results as you can see in the graphic they got one more point than in the first application (*Figure 1*). In this section of the test we chose an exercise about skimming in order to know if students had this ability through the translation courses. According to the results obtained from the graphic 1 there was a slightly increase in their reading abilities. It is important to mention that in the following three graphics we took into account students of the three groups.

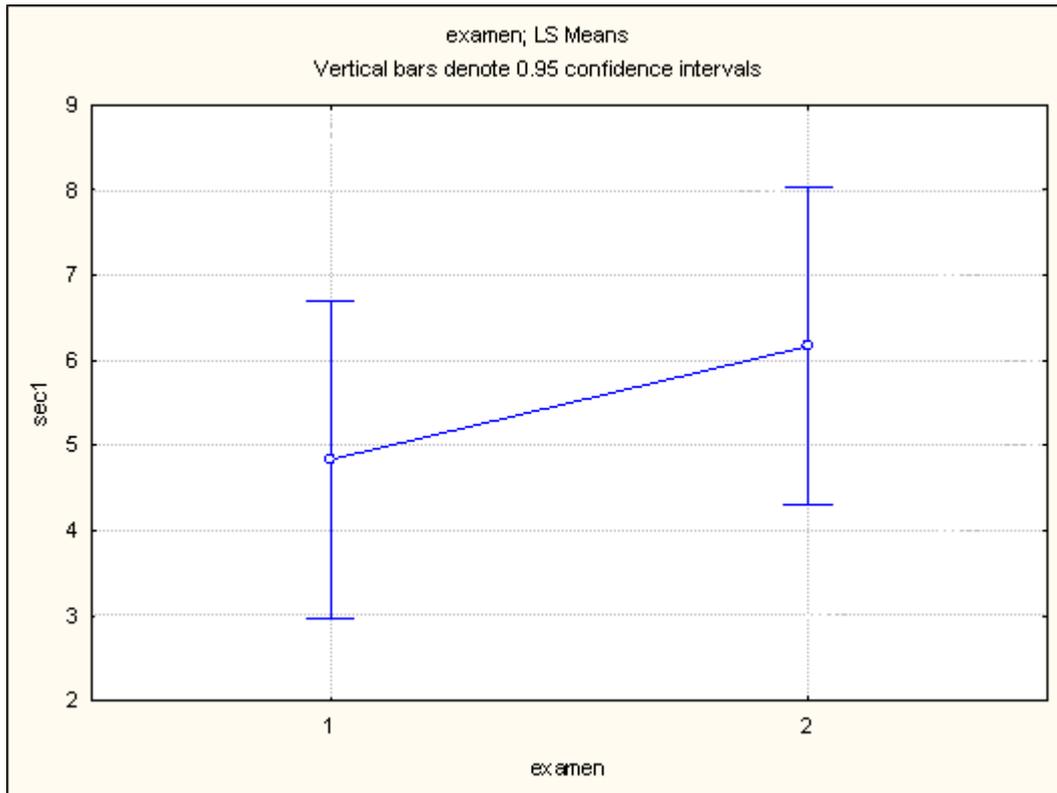


Figure 1

The following graphic is about the section number two (*Figure 2*). The exercise is about choosing the correct heading for each paragraph (see on Appendix). Using the same text students had to choose the correct heading for each paragraph. In this section we tested scanning abilities. According to the results of the section two of the test; this graphic showed us that there was no increase from application one to application two. Students maintained the same level in their grades. Something that we observed during the first application was that this part was a little confusing, we did not know if instructions were not clear or if the exercise was too difficult or even if students wanted to leave and finish class. We consider that this could be a factor that affected the results. On the first application they got seven and on the second they got the same number showing that there was no increase in this ability.

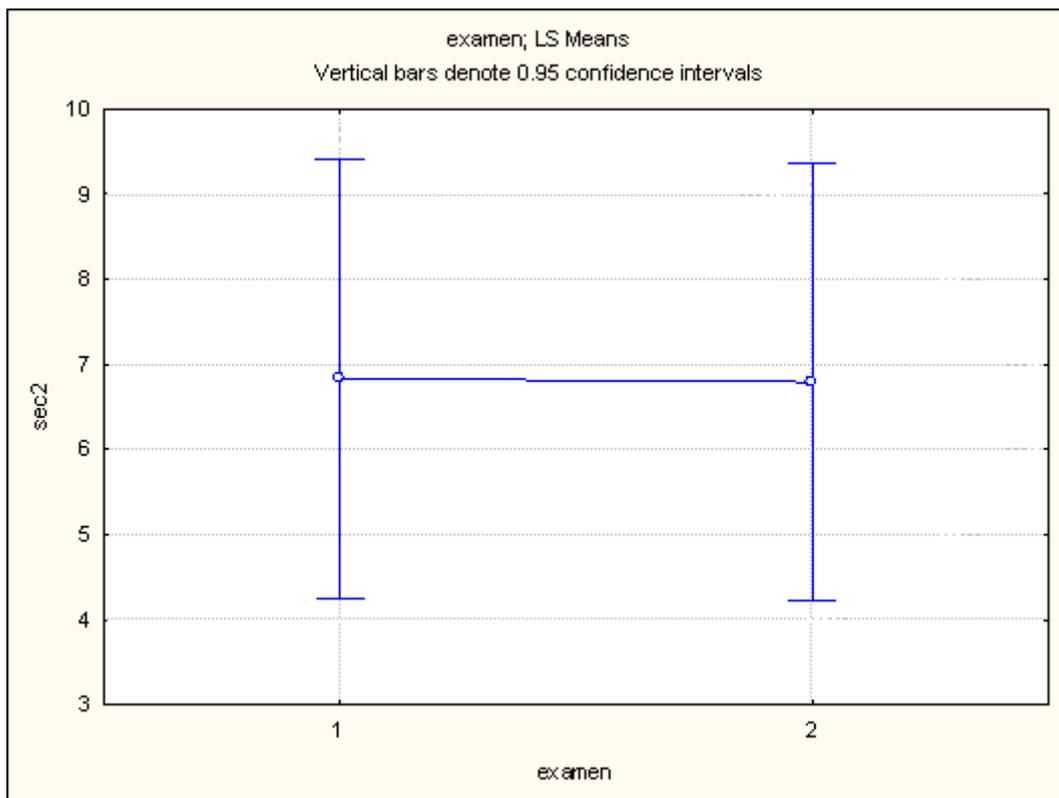


Figure 2

In the following graphic we can see the results of the third part of the test (*Figure 3*). The exercise was about filling in the blanks in which reading comprehension abilities are tested (see on Appendix). There were six sentences with one blank space to complete in each one. According to the graphic we could notice that there was not a significant increase from the first application to the second one. However we think that even when the increase was minimum we could notice that they could improve their reading ability.

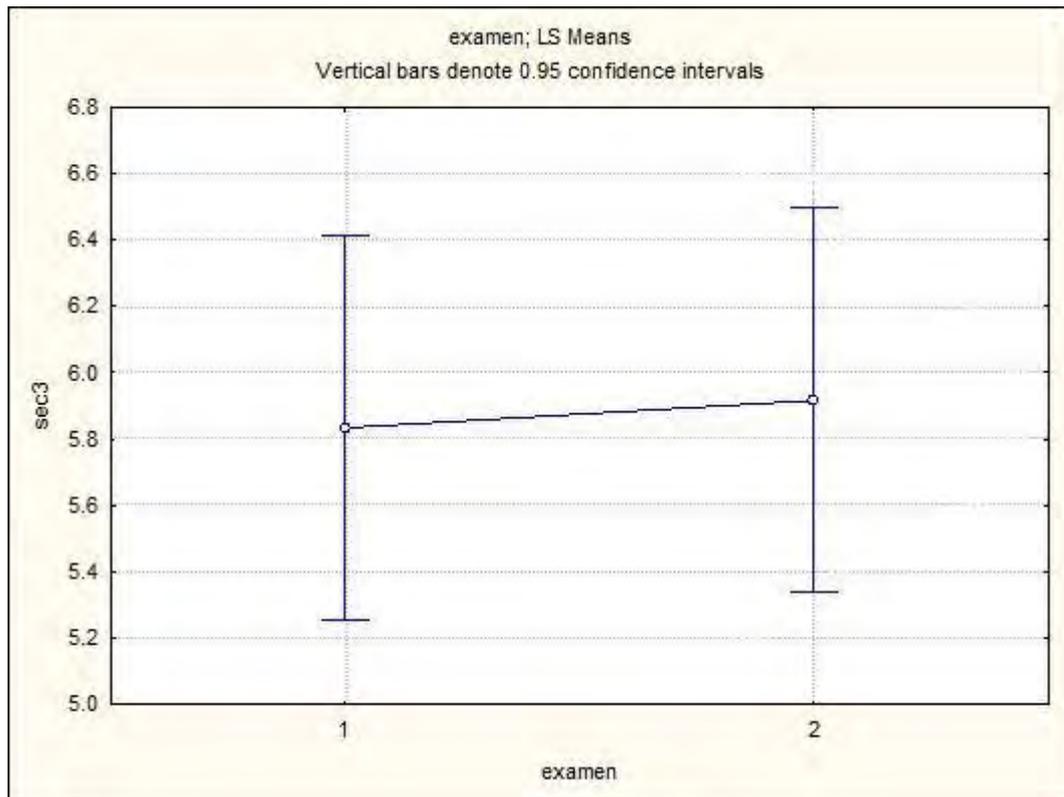


Figure 3

The next one is about the total results of the three sections evaluated (Figure 4). As you can notice there was an important increase from the first application to the second one in both groups. The graphics showed that they had an increase of 1.5, from 17.5 to 19. In general terms we can say that the improvement of the reading abilities was good in the 3 groups where the test was applied. In contrast to the other graphics and in the results we can notice a good increase in the reading abilities; since previous graphics showed the results divided by sections we could see that the increase was minimum.

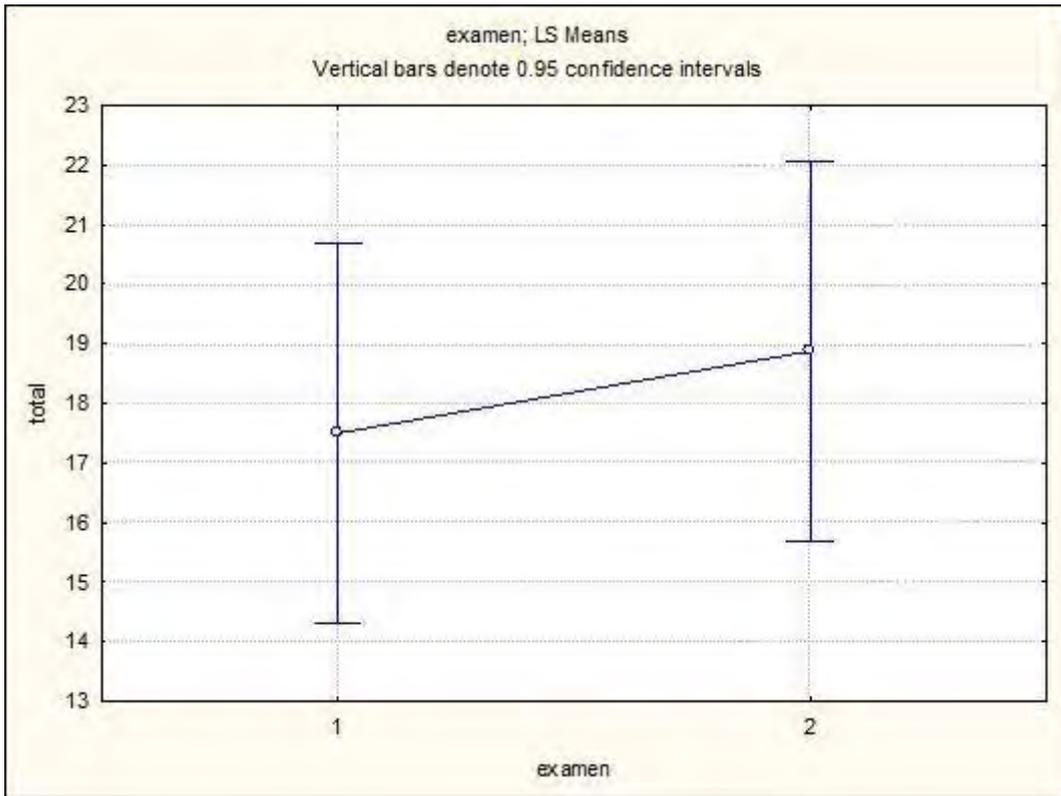


Figure 4

In the charts below we show a brief description of the results per group and semester. This graphic shows the results of the first and second application from students of ninth semester. You can notice that there is not a meaningful result from the first application (red color) to the second one (green color). In addition, it is important to mention that 10 students did not answer the test because there were absent the day of the application.

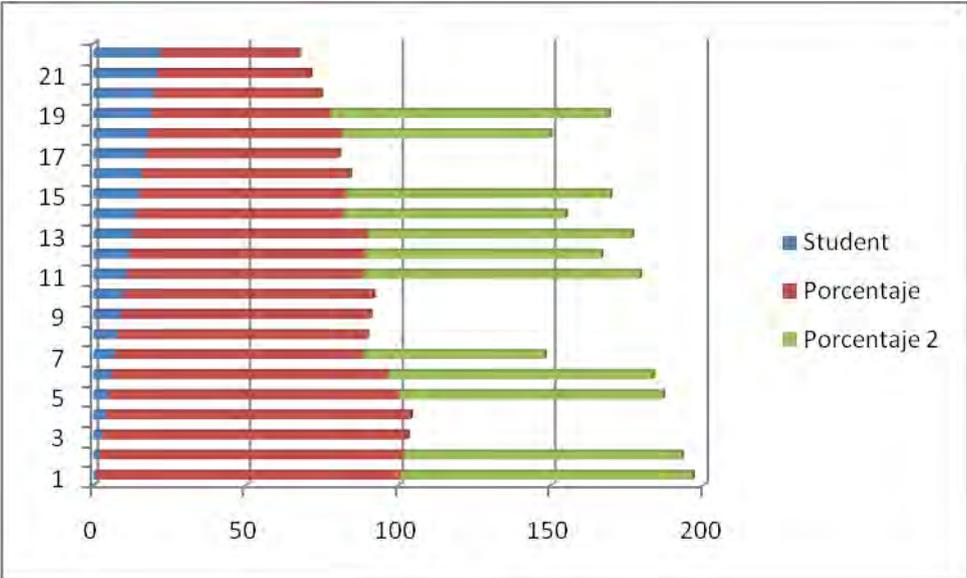


Figure 5

The following graphics shows the results of the first and second application from students of seven semester from the morning class and from the night class. As well as in the previous graphic, it can be noticed that in both cases, morning and night class, there is not a meaningful result from the first application (blue color) to the second one (red color). However, it is important to mention that only 3 students from the morning class and 7 did not answer the test because there were absent the day of the application that were less than students from ninth semester.

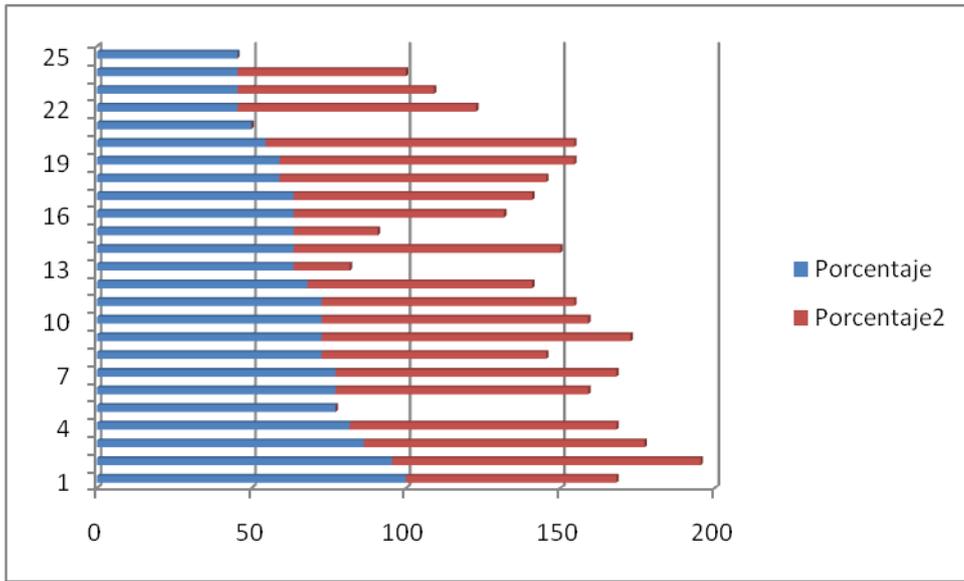


Figure 6

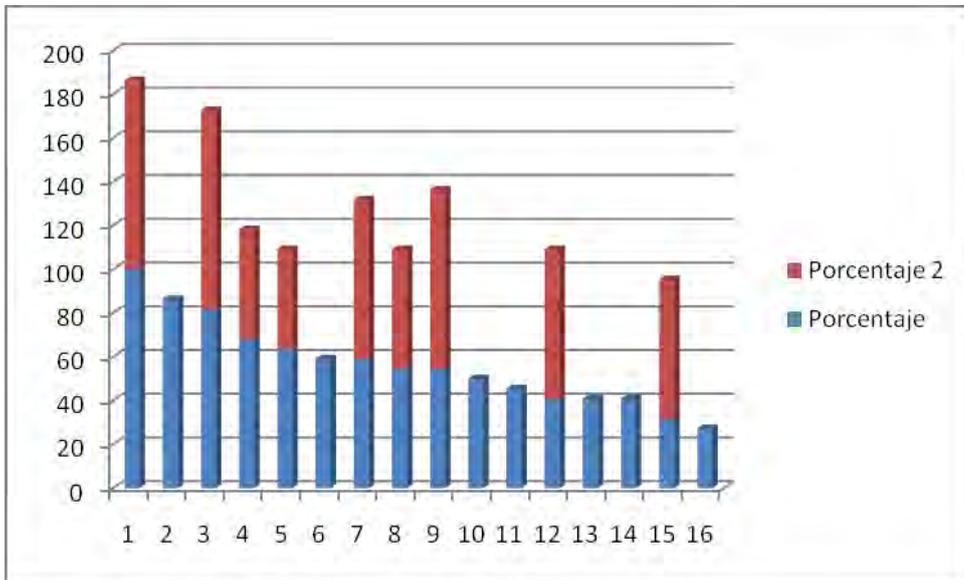


Figure 6

### 4.1.2 Questionnaire

In the second and final application we decided to apply a short survey about translation courses in order to know students' opinions about translation techniques being helpful during the course. The survey consisted of 5 yes/no questions and why?

Question 1 was about if students think that translation is important in the learning process. We noticed that all the students answered "yes". Why? Some students concluded that "translation helps to understand the reading and the message of it."

Now we can see something students pointed out when answering this question.

Student 1: "yes", why? *"porque con la traducción aprendes a interpretar las ideas"*

Student 2: "yes", and why? *"porque se refleja el conocimiento y adquieres o mejoras tus habilidades en el idioma"*

Student 3: "yes", and why? *"porque aprendes a utilizar las palabras y te familiarizas con sus funciones gramaticales y con su uso práctico"*

*As a Little conclusion we can say that students feel that translation can help them to improve their vocabulary and also to improve their abilities in the target language. Even though the written results and feelings, there were some students who did not attend to class and did not answer the instrument as seen in the chart.*

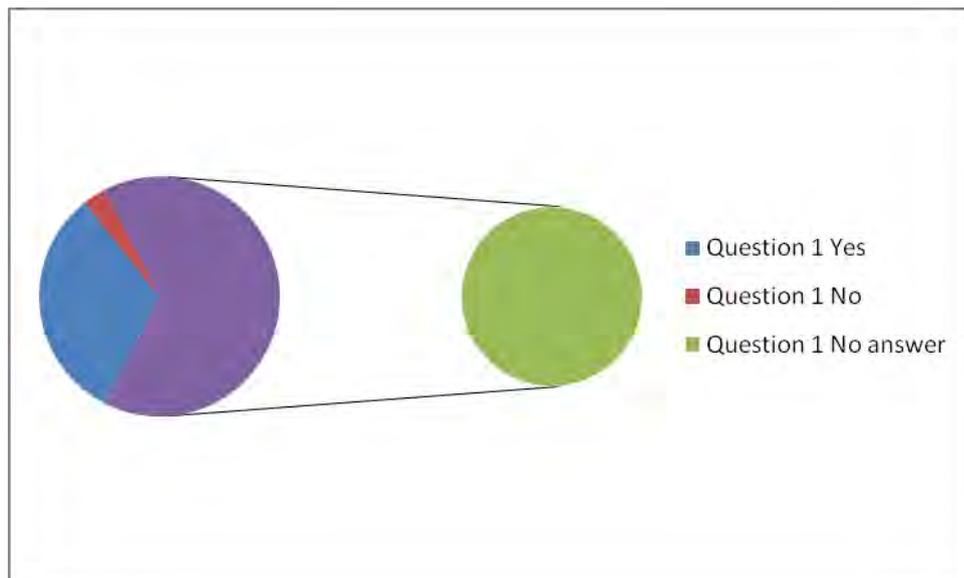


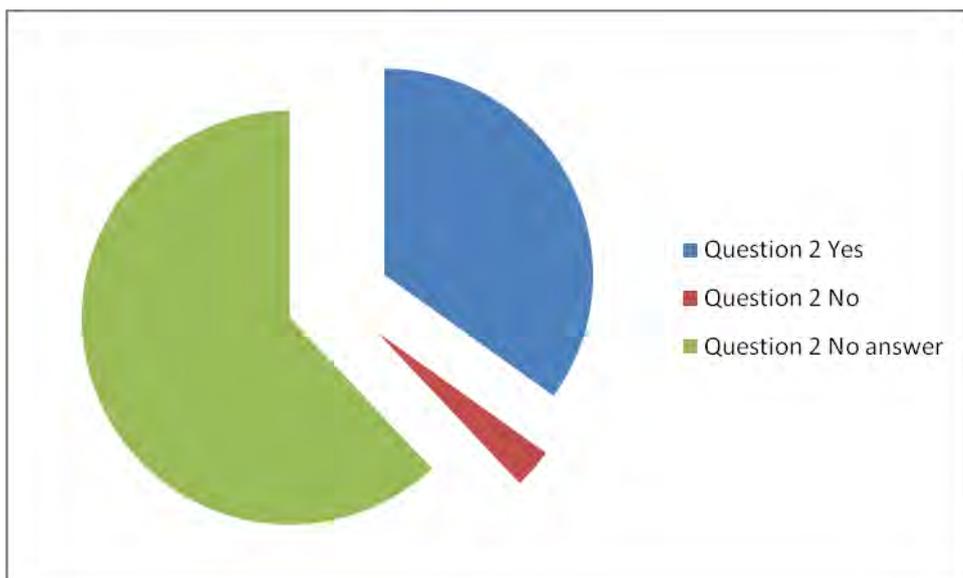
Figure 8

Question 2 was about how translation can help you to understand the reading. In this question all the students answered yes; the reason was that translation helps you to develop your reading skills since comprehension is essential in the translation of a text. We decided to ask this because we wanted to know what kind of beliefs they nurtured. Now we can see what students answered when considering this question.

Student 4: “yes”, and why? *“porque si no entiendes el significado de una palabra en ingles, traducirla te puede ayudar a comprender”*

Student 5: “yes” and why? *“porque muchas veces recurrimos a la traducción para el mejor entendimiento de algo, de esa forma podemos entender mejor y no cambiar el significado de alguna frase”*

*In this question the feelings of the students was that they can use translation as a tool to understand words phrases and this way they can learn and understand better the target language.*



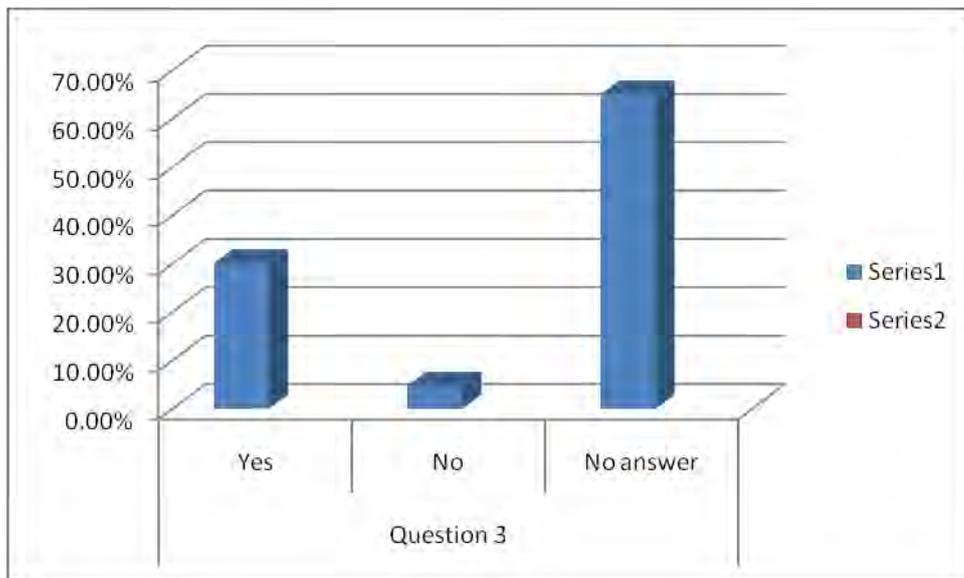
*Figure 9*

Question 3 was about if students improve reading comprehension through the process of translating. For this question 19 students answered “yes”. And why: because when you translate you need to understand the main idea. Question 3 was special because there were 3 students that answered “no”. And why? The reason they answered this was because they didn’t use translation all the time, they just analyzed and understood the information. Now we can see what students answered when dealing with this question.

Student 6: “yes”, and why? *“porque a la hora de traducir te enfocas más en darle el correcto significado a la lectura, para así comprenderla mejor”*

Student 7: “no”, and why? *“la comprendo bien en ingles*

Student 8: “no”, and why? *“no siempre traduzco, solo entiendo y analizo la información”*.



*Figure 10*

Question 4: Do you think there is an improvement in your reading strategies with the translation techniques used during the course? To this question most students answered “yes”. The main reason was because they knew how to translate English into Spanish and vice versa, therefore they could understand the language in a better way. However, one student said “no”. In his opinion, “reading doesn’t have a connection with translation”. Actually, we got confused with this answer because as we know and according with this research translation has a close relation with reading.

Student 9: “yes”, and why? *“porque es mas fácil y rápido”*

Student 10: “no”, and why? *“las técnicas de traducción las considero muy distintas y ajenas a las estrategias de lectura”*

Student 11: “no” and why: *“porque aún no estoy consciente de cuales estrategias empleo”*

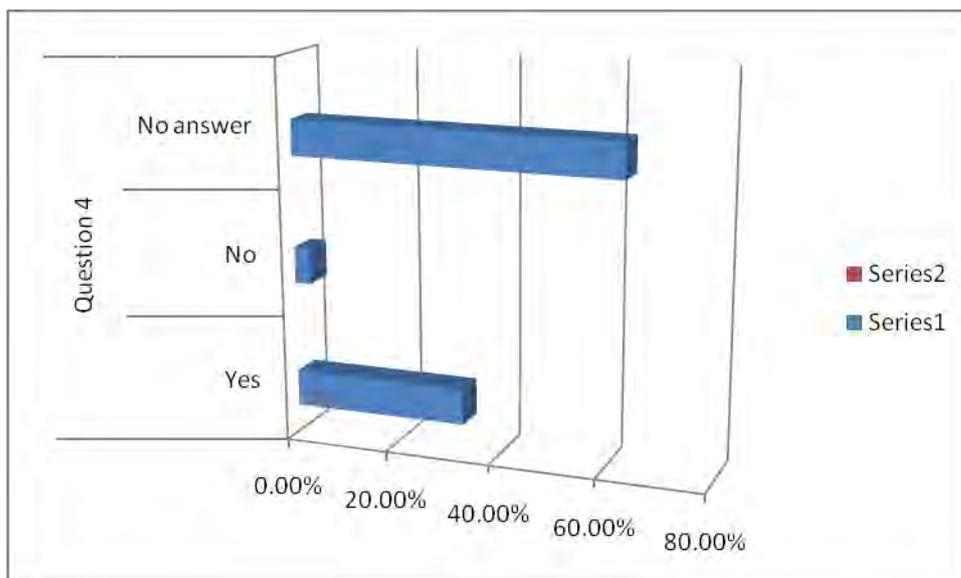


Figure 11

Question 5: What are the best translation techniques in order to improve the reading skill?

According to the students answers the most used techniques in order to improve the reading skill according to what students expressed were:

Group	Techniques
Group 1	Transposition, equivalence, modulation, vinay barnetes, adaptation, literal, borrowing, addition, calque
Group 2	Equivalence, modulation, transposition
Group 3	Equivalence, transposition, modulation

Chart 2

The students who answered this question expressed that the techniques considered to help them to improve reading are specially equivalence, transposition and modulation, they were the most repetitive in the study.

## 5.CONCLUSIONS

We found interesting information in this research. We found that most of the students of the English Language Major like translation not only as a subject, but also as a skill to improve some abilities, in this case *reading*. Students believe that translation helps to speed up learning, not only as regards the reading skill, but also writing, speaking and listening as well. We can say that students consider translation as a productive complementary subject.

Another interesting point we could notice is that translation can be useful also for the teacher and not only for the students that are taking the course. Students see translation as a useful pedagogical tool that helps to teach pedagogical sub skills and also language features that complement reading and support the other skills. Despite the fact that most of the students agreed that translation is a useful tool in the classroom and that it helps to improve reading skills, we could notice that there is a small group that thinks the opposite. However, the results show that translation is important in the process of learning a second language. According to the students it is a necessary tool in order to develop just some aspect of the target language, including some sub skills that are related to reading, such as skimming scanning and so on.

The students perceive, think and feel that there is a greater impact in the practice of the reading and writing skills; however, due to the activities that are applied during the class, for instance, the discussion of the meaning of a word, the context or when to use a specific expression enhance and motivate students to learn and read about the topic they translate.

Most of the students consider that taking a translation class, even for the first time, helps them to improve their reading skill. One thing we want to say is that it is important to keep practicing translation techniques in order to avoid stigmatization of translation as a limited tool in class.

Another interesting finding we could notice is the fact that some students have noticed a progress in other areas like their general culture. They think that the reading they do during the class encourages them to learn about other things apart from the ones they have to learn in the classroom. This shows that translation not only helps to develop English reading but also other important areas like culture that nowadays is extremely important. That is why translation teachers have to be aware of the topics they use; we have a strong belief that they have to use interesting and significant materials in order to maintain and increase students' motivation.

In the results of the instruments we noticed that almost all the students mentioned that translation has helped them to improve their skills of reading faster and more effectively and understanding the message of the text more thoroughly.

In the graphics we used to show the results of the application of the test we could notice that there was not big difference between the first and the second application; however, we can see that even when it is a slightly increase, we can say that students did better in the second application, and this means that translation improved at least a little their reading skills during the course. It is important to mention that translation is not the only subject they take in English, there are others like History, linguistics etc.

Something interesting that we could notice in the results is that students from the last semester consider that translation is a complete subject that covers the four skills, not only the one that we were considering for this thesis. They think this because they were taking interpretation courses and they have taken all the translation courses and they have a good encouragement to say that translation is helpful in the classroom. We consider that this is important because interpretation is a dynamic class and students are more in contact with the spoken language: this could be an interesting topic for future research.

During the process of researching and application of surveys we could notice that there are not a lot of theses or books that have to do with the use of translation to improve not only reading and writing but also speaking and listening. It would be important to add to the library more books that deal with translation as a pedagogical tool in English learning. Students of the English Language Major consider translation as an important subject because they can improve not only their skills, but also they can widen their vocabulary. That is why we suggest that in the future it could be good to continue researching about translation and its benefits in the classroom and how can we use it to improve the students' command of the skills and sub skills of the language there are studying.

As a final comment, we'd like to point out that even when there is a limitation in the material that talks about translation we could find excellent material to support our thesis in the internet and in the library, but it would be good for future researches to have more and actualized material about this subject.

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## Appendix

### Cuestionario

Le pedimos de la manera más atenta responder el siguiente cuestionario. Sus respuestas son confidenciales y serán utilizadas únicamente para fines de esta investigación.

**Matrícula** \_\_\_\_\_

**Semestre** \_\_\_\_\_

**Sexo** \_\_\_\_\_

1. ¿Consideras que la traducción es importante en el aprendizaje del inglés?

a) Si            b) No            ¿Por qué ?

2. ¿Crees que la traducción puede ayudarte en la comprensión de la lectura?

a) Si            b) No            ¿Por qué?

3. ¿Crees que mejoraste tu comprensión de lectura con el uso de la traducción?

a) Si            b) No            ¿Por qué?

4. ¿Crees que mejoraste tus estrategias de lectura con las técnicas de traducción empleadas durante el curso?

b) a) Si            b) No            ¿Por qué?

5. ¿Qué técnicas de traducción consideras más apropiadas para mejorar la comprensión de la lectura?

## Pre-test & Post-test

### Understanding text organization

1.- The following passage is taken from an article from the American film actress, Brooke Shields. There are a number of sentences missing from the passage. Read it through and decide where the following sentences should go.

- a) A serious student or a movie star.
- b) She is also introspective
- c) Or will she stay inside the image her mother has created for her and remain a sexy model, a pretty face which will fade in time?
- d) And that famous face!
- e) The marriage only lasted a few weeks after Brooke was born.
- f) She looks like a housewife.
- g) Now they have succeeded beyond they wildest dreams.
- h) Brooke's height and looks come from her father's side.

### Extracting main ideas

2.- Choose a suitable heading for each paragraph from the list below

- a) Mother's root.
- b) Behind the façade
- c) Mothering Brooke.
- d) What next for Brooke?
- e) First impressions.
- f) Brooke on acting.
- g) A split personality.
- h) Daddy's girl.
- i) The family business.

### Dealing with unfamiliar words

3.- The following sentences are taken from the passage, but in each one is one word missing. Without looking back the passage, think of suitable words to fill the blanks.

*Example:* skin, texture, complexion.

a) 'And a famous face! A \_\_\_\_\_ like honey and cream.'

b) 'Green eyes skillfully made up that \_\_\_\_\_ at you bright and clear.'

c) 'Who is the real Brooke Shields? Sexy teenage \_\_\_\_\_ or a sweet romantic girl?'

d) 'Brooke's height and looks come from her father's side. She \_\_\_\_\_ the Shields looks and athleticism.'

e) 'She is serious about her studies and quite \_\_\_\_\_.'

f) 'Will Brookie(...) now come out of her \_\_\_\_\_, assert her own personality.'

## Brooke Shields

1 She is a tall girl, almost gangling  
(5ft 11ins). She walks into the  
room looking straight ahead  
and sits down gracefully on a  
5 French chair and smiles. At  
eighteen, she already has a  
presence. (1)\_\_\_\_\_ A com-  
plexion like honey and cream,  
green eyes skillfully made up,  
10 that gaze at you bright and  
clear, the dark eyebrows ac-  
centuating her bone structure.

Her mother, Teri Shields,  
49, hovers nearby, as always,  
15 gleaming with pride. She stage-  
manages the interview, inter-  
rupting when she thinks it's  
necessary. At five feet four  
inches, she is cheerfully large,  
20 big-breasted, plump, and dres-  
sed casually in slacks and  
suede shirt, without make-up.  
(2)\_\_\_\_\_ In fact she has build  
up her daughter's career since  
25 she was eleven months old and  
appeared in a soap commercial.

Who is the real Brooke  
Shields? Sexy teenage siren  
or a sweet, romantic girl?  
30 (3)\_\_\_\_\_ All of there? Or  
none? There are two keys to  
Brooke's personality: her looks  
and her mother.

(4)\_\_\_\_\_ She inherited the  
35 Shields looks and athleticism,  
being and excellent rider and an  
all-round athlete. Her father is

now and executive with a con-  
sulting firm, living in Manhat-  
tan with his second wife Didi. 40

Brooke's mother, born Teri  
Schmon, is from a poor and  
devout Roman Catholic back-  
ground. At 31 she was mana-  
ging a small restaurant when 45  
handsome Frank Shields Walk-  
ed in one night.

Teri Schmon Shields has  
worked all her life, and so has  
Brooke. (6)\_\_\_\_\_ Since 1980 50  
their average yearly income  
has been \$1 million. Brooke  
Shields and Company has only  
one product: Brooke Shields.

Not surprisingly, Brooke is 55  
shy with strangers. She is  
serious about her studies at  
Princeton, and quite brainy.  
(7)\_\_\_\_\_

Brooke is unwavering in her 60  
ambition to become an even  
better film star. When she talks  
about acting she gets interested  
and comes across as a very  
nice girl who would really like 65  
to get to grips with her profess-  
sion.

At eighteen, will Brookie, as  
her friends call her, now come  
out of her shell, assert her own 70  
personality – which is really  
very appealing – and then go  
on a real acting, unafraid to  
show her emotions? (8)\_\_\_\_\_

(Rosemary Wittman Lamb in the *Sunday Express Magazine*)

## Charts of grades

St	Semester	Sec 1	Sec 2	Sec 3	Final grade	Percentage	Sec 1A	Sec 2 A	Sec 3A	Final grade	Percentage 2
1	7 Sem A	7	9	6	22	100	2	7	6	15	68
2	7 Sem A	7	9	5	21	95	7	9	6	22	100
3	7 Sem A	7	7	5	19	86	7	7	6	20	91
4	7 Sem A	7	7	4	18	82	7	7	5	19	86
5	7 Sem A	7	5	5	17	77					0
6	7 Sem A	7	5	5	17	77	7	5	6	18	82
7	7 Sem A	7	5	5	17	77	7	7	6	20	91
8	7 Sem A	3	9	4	16	73	5	5	6	16	73
9	7 Sem A	7	4	5	16	73	7	9	6	22	100
10	7 Sem A	7	4	5	16	73	7	6	6	19	86
11	7 Sem A	7	4	5	16	73	5	7	6	18	82
12	7 Sem A	7	4	4	15	68	5	9	2	16	73
13	7 Sem A	4	5	4	14	64	2	1	1	4	18
14	7 Sem A	4	5	5	14	64	7	6	6	19	86
15	7 Sem A	5	4	5	14	64	0	0	6	6	27
16	7 Sem A	6	4	6	14	64	5	4	6	15	68
17	7 Sem A	7	2	5	14	64	7	5	5	17	77
18	7 Sem A	4	3	6	13	59	7	8	4	19	86
19	7 Sem A	4	4	5	13	59	7	9	5	21	95
20	7 Sem A	5	2	5	12	55	7	9	6	22	100
21	7 Sem A	3	2	6	11	50					0
22	7 Sem A	2	5	3	10	45	4	7	6	17	77
23	7 Sem A	2	4	4	10	45	4	4	6	14	64
24	7 Sem A	4	2	4	10	45	4	3	5	12	55
25	7 Sem A	6	0	4	10	45					0

St	Semester	Sec 1	Sec 2	Sec 3	Final grade	Percentage	Sec 1A	Sec 2 A	Sec 3A	Final grade	Percentage 2
1	7 Sem B	7	9	6	22	100	6	7	6	19	86
2	7 Sem B	7	6	6	19	86					0
3	7 Sem B	4	8	6	18	82	7	7	6	20	91
4	7 Sem B	2	5	6	15	68	3	4	4	11	50
5	7 Sem B	6	4	6	14	64	2	4	4	10	45
6	7 Sem B	2	5	6	13	59					0
7	7 Sem B	3	5	6	13	59	4	4	6	16	73
8	7 Sem B	5	1	6	12	55	4	5	3	12	55
9	7 Sem B	7	0	5	12	55	7	5	6	18	82
10	7 Sem B	5	1	5	11	50					0
11	7 Sem B	3	5	2	10	45					0
12	7 Sem B	2	1	6	9	41	4	5	6	15	68
13	7 Sem B	2	6	1	9	41					0
14	7 Sem B	4	0	5	9	41					0
15	7 Sem B	2	0	5	7	32	3	5	6	14	64
16	7 Sem B	0	2	4	6	27					0

St	Semester	Sec 1	Sec 2	Sec 3	Final grade	Percentage	Sec 1A	Sec 2 A	Sec 3A	Final grade	Percentage 2
1	9 Sem	7	9	6	22	100	7	9	5	21	95
2	9 Sem	7	9	6	22	100	5	9	6	20	91
3	9 Sem	7	9	6	22	100					0
4	9 Sem	7	9	6	22	100					0
5	9 Sem	7	8	6	21	95	7	6	6	19	86
6	9 Sem	7	7	6	20	91	7	6	6	19	86
7	9 Sem	5	8	5	18	82	7	0	6	13	59
8	9 Sem	5	7	6	18	82					0
9	9 Sem	7	9	2	18	82					0
10	9 Sem	7	7	4	18	82					0
11	9 Sem	4	7	6	17	77	7	7	6	20	91
12	9 Sem	4	7	6	17	77	4	7	6	17	77
13	9 Sem	6	5	6	17	77	6	7	6	19	86
14	9 Sem	3	6	6	15	68	3	7	6	16	73
15	9 Sem	4	6	5	15	68	6	7	6	19	86
16	9 Sem	5	5	5	15	68					0
17	9 Sem	3	6	5	14	64					0
18	9 Sem	4	6	4	14	64	3	7	5	15	68
19	9 Sem	7	0	6	13	59	7	7	6	20	91
20	9 Sem	5	1	6	12	55					0
21	9 Sem	2	4	5	11	50					0
22	9 Sem	3	2	5	10	45					0