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IMPROVING READING COMPREHENSION BY
INCLUDING TRANSLATION AS A TASK IN TEFL

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("Gravitation is not responsible for people falling in love.")

Albert Einstein

TABLE OF CONTENTS

CHAPTER I

1.1 introduction	1
1.2 Problem Statement	2
1.3 Justification	5
1.4 Objectives	7
1.4.1 General Objective	7
1.4.2 Specific Objectives	7
1.5 Hypothesis	8
1.6 Variables	9
1.6.1 Hypothesis 1	9
1.6.1.1 independent Variable (X)	9
1.6.1.2 Dependent Variable (Y)	10
1.7 Variable Conceptualization	10
1.7.1 Pedagogical Translation (X)	10
1.7.2 Reading Comprehension (Y)	10
1.8 Variable Operationalization	10

CHAPTER II

Theoretical Framework	12
2.1 Role of Translation in TEFL	12
2.1.1 Translation in The Past	12
2.1.2 Translation in The Present	13
2.1.3 Advantages and Disadvantages of Pedagogical Translation in English Foreign Class	21
2.2 Reading Comprehension Process in Translation	26
2.2.1 Reading Comprehension Factors	27
2.2.1.1 Text Analysis Based on its Content and Structure and The Relation Between Each Other	27
2.2.1.2.Schemata Theory	29
2.2.1.3 Direct and indirect Strategies of Language Learning	32
2.2.1.3.1 Direct Strategies	32
2.2.1.3.1.1 Memory Strategies	32
2.2.1.3.1.2 Cognitive Strategies	33
2.2.1.3.1.3 Compensation Strategies	34

2.2.1.3.2 Indirect strategies	34
2.2.1.3.2.1 Metacognitive Strategies	34
2.2.1.3.2.2 Affective Strategies	35
2.2.1.3.2.3 Social Strategies	35

CHAPTER III

Theoretical Reference	37
3.1 Control Group Activities	38
3.2 The Affectivity and Diversity Approach	38
3.3 Experimental Group Activities	38
3.3 Steps of The Translation Tasks	39
3.4 Results	40
3.4.1 Control Group	40
3.4.2 Experimental Group	41

CHAPTER IV

Methodology	42
4.1 Research Methodology and Design	42
4.1.1 Study Approach	42
4.1.2 Type of Study	42
4.1.3 Study Design	43
4.1.3.1 Experimental Design	43
4.1.3.2 Requirements	44
4.1.3.2.1 Intentional Manipulation and Manipulation Degrees	44
4.1.3.2.2 Two Degrees of Manipulation: Presence and Absence of The independent Variable	45
4.1.3.2.3 Manipulation of The Variable in Quantities or More Than Two Degrees	46
4.1.3.2.4 Handling Modes of Manipulation instead of Degrees	47
4.1.3.2.5 Measurement of The Effect	47
4.1.3.2.6 Control and internal Validity and Control of Extraneous Variables	47
4.1.3.2.6.1 Two Groups of Comparison	48

4.1.3.2.6.2 Homogeneous Groups	48
4.1.3.3 Symbols of Experiments	52
4.1.3.4 Typology of Experiments	52
4.1.3.4.1 Pre Experiments	52
4.1.3.4.2 Quasi Experiments	52
4.1.3.4.3 Pure Experiments	52
4.1.3.4.3.1 Only Post Test and Control Group Post Test Design	53
4.1.3.4.3.2 Four Groups of “Salomon” Design	53
4.1.3.4.3.2.3 Experimental Designs of Multiple Chronological Series	54
4.1.3.4.3.2.4 Factorial Designs	54
4.1.3.4.3.2.5 Pre Test – Post Test and Control Group Design	55
4.1.4 Context of Experiments	55
4.2 Units of Analysis	56
4.3 Population and Sample	57
4.3.1 Population	57
4.3.2 Sample	57
4.4 instruments	58
4.4.1 Pre and Post Test	60
4.4.2 Questioners	60
4.4.2.1 Pre Questioner	60
4.4.2.2 Post Questioners	61
4.4.3 Observation	61
4.5 Data Collection	61
4.5.1 Piloting	62
4.5.2 The Experiment	70
4.5.2.1 Control Group	71
4.5.2.2 Experimental Group	72
4.5.2.3 Pre and Post Test	73
4.5.2.4 Questioners	76
4.5.2.5 Pre Questioner	77
4.5.2.6 Post Questioner	78
4.5.2.7 Content Analysis	79
4.5.2.8 Quantitative Observation	82
4.5.2.9 The independent Variable (Pedagogical Translation)	86
4.7 Data Analysis	88

4.7.2 Reading Comprehension Improvement	88
4.7.3 Role of Translation in Reading During The Experiment	96

CHAPTER V

Conclusions and Recommendations	110
5.1 Conclusions	110
5.2 Recommendations	113
Bibliography	115
Appendixes	118

TABLE OF FIGURES, GRAPHICS AND TABLES

FIGURES	Pag.
Figure 1 Variation of The Dependent Variable	44
GRAPHICS	
Graphic 1 Students Progress in Reading Comprehension After Performing Translation Tasks	66
Graphic 2 Sample of Pre Questioner Administrated to Students in A Piloting Class	67
Graphic 3 Sample of Post Questioner Administrated to Students in A Piloting Class	69
Graphic 4 Pre Questioner With The Quantified Answers of Participants	77
Graphic 5 Post Questioner With The Quantified Answers of Participants	79
Graphic 6 Control Group Pre Test (Scores)	89
Graphic 7 Experimental Group Pre Test (Scores)	90
Graphic 8 Control Group Post Test (Scores)	91

Graphic 9 Experimental Group post Test (Scores)	92
Graphic 10 Control Group Pre And Post Test (Scores)	92
Graphic 11 Experimental Group Pre And Post Tests (Scores)	93
Graphic 12 Experimental Students Experience in Reading Comprehending By Using Translation	94
Graphic 13 The Use of Translation Makes Me Feel More Confident When I'm Reading.	99
Graphic 14 It Is Good Using Translation in Any Moment	101
Graphic 15 Translation Is Good When We Are Working With Ambiguous And Complex Texts	103
Graphic 16 For Me Is Really Useful Using Translation in Texts	106
Graphic 17 Translation Makes A Bridge Between My Mother Tongue And English	107

TABLES

Table 1 Participants Matching in The Study Groups	51
Table 2 Students Progress in Piloting of Using Translation As A Task in Reading Comprehension	65
Table 3 Reading Comprehension Without Translation Task	74
Table 4 Reading Comprehension With Translation Task	74
Table 5 Results in The Qualitative Questions	80
Table 6 Results in The Qualitative Questions	80
Table 7 Results in The Qualitative Questions	81
Table 8 Results in The Qualitative Questions	81
Table 9 Results in The Qualitative Questions	82
Table 10 Quantitative Observation Control Group	84
Table 11 Quantitative Observation Experimental Group	85
Table 12 Independent Variable Pedagogical Translation	87

ABSTRACT

On one hand, the problem of this study was based on the relation of structure and content and their interaction with previous knowledge in reading comprehension. Thus, an efficient reader should be able to deal with different types of texts and content by using different strategies, being able to activate certain previous knowledge for understanding a text. On the other hand there are several bibliographic evidences that guide to think that translation could help to improve reading comprehension. Therefore, our study establishes a general objective: determining if including pedagogical translation as a task in TEFL classes improves students' reading comprehension of complex and ambiguous texts, showing the type of texts that are more advisable to be used in pedagogical translation when performing reading comprehension tasks in EFL classes and to prescribe the process that the task should follow in order to use pedagogical translation as a task in EFL classes according to the obtained study results.

The approach of our study followed is quantitative; the type of study is explicative; the design was experimental; the type of experiment we used was pure experiment; the design for the experiment involves pre test-post test and control group design; in a field experiment. Our sample includes two independent samples: control sample and the experimental sample. Each one is obtained by using intentional sampling. The population is 75 students. Therefore, each sample had 25 students.

The instruments are: pre and post tests, pre and post questioners, and quantitative observation. The instruments are validated in a pre experiment carried out in the piloting stage before the experiment itself.

The results of our experiment demonstrated a significant improvement in reading comprehension of experimental group participants when they used pedagogical translation, even though, participants in the control group, which did not use pedagogical translation, has a certain improvement in their reading comprehension.

Keywords: Thesis, translation, pedagogical translation, task, Reading comprehension

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IMPROVING READING COMPREHENSION BY INCLUDING TRANSLATION AS A TASK IN TEFL

CHAPTER I

1.1 INTRODUCTION

Translation is considered by some linguists as an art or even a particular skill that only some bilinguals have. (Bell, 1995, pp. 4-42) Translation is really an interesting field for doing researches from different areas, perhaps neglected in applied linguistics field especially in TEFL arena. (Mahmoud, 2006, p. 1)

On one hand, TEFL methods nowadays do not permit the use of translation in classes by students or by the teacher converting the use of translation in a taboo since 1960's when grammar-translation method, was changed for the use of direct method in teaching a language. Nevertheless, translation should foster the reading comprehension problem that is evident in TEFL area. In most cases students do not have training for dealing with some specific texts and can not construct meaning during the interaction between the reader and the writer. This interaction has to be created by activating reader's background knowledge in order to understand the writer's background and the changing of strategies when readers are dealing with different text structure and content. (Johnston, 1989, pp. 45-49)

In our experience as English Language Teacher, we observed that translation is used by students even if it is prohibited by the instructor especially when they are dealing with texts that are difficult or ambiguous. When we say difficult or ambiguous, we mean that some texts have a difficult structure or an intricate content or both, with the addition that these texts belong to a specific culture. When students have problems when dealing with texts mentioned above they do not have another option than to translate.

In fact, it makes us deep on investigating how translation can help EFL students to read and comprehend complex and ambiguous texts. We do not pretend to implement Grammar-Translation Method or use translation as a method in EFL classes but prove the implementation of translation as a task, because the proficiency that students have to

develop in the foreign language involves the continuous abandonment of translation in order to acquire a communicative competence in English as a foreign language. (Blum Kulka and Levenston 1983 quoted in Mallol, 2006, p.168)

Translation can not be used as method in EFL field, because, when students abuse of it, instead of reaching proficiency they stuck, so that, they can not start thinking in English which is the objective of any foreign language course. However, taking into account, the communicative competence translation could be used as a task, along with other several skills that can be developed, such as the use of contribution, paraphrase, explanation and simplification (Duff 1992 quoted in Mallol, 2006, p.169). Translation can also be a very motivating activity in foreign classes, giving students a sense of achievement (Mallol Macau, 2006, p. 168).

For this study, we will review how translation was treated in the past and how it is treated in EFL classes nowadays, taking into account, and the new paradigm called “Pedagogical Translation”. Then we will see the advantages and disadvantages of the application of pedagogical translation for solving reading comprehension problems in EFL Students.

1.2 PROBLEM STATEMENT

Reading importance as a skill besides the other skills is of course one of the most important, because in all around the world students have to read their material by their own specialist subject and sometimes do not need to speak English language; aspect that is named by Jo McDonogh (Johnston, 1989, p. 101) as “English as a library language”, so that, reading generates two basic problems for EFL students in the position of readers. (Johnston, 1989, p. 101)

The first problem is the relation between the structure and the content in texts. The reader will have to deal with different types of texts having the obligation of switching their styles according to the type of text they are reading.

Therefore, in order to comprehend the content of a text it is necessary first to understand the relation between reading skill and reading purpose. Thus, readers do not read all texts using the same strategies, they may read, for instance, a short story of Edgar Allan Poe or a magazine about fashion clothes, hence they will use involve using different reading strategies which are part of learning reading strategies. Because, Edgar Allan Poe's short story has a different structure than the magazine of fashion clothes. When, we say structure, we mean that every text has a different organization based on the purpose that the author has; some will be descriptive, argumentative, narrative, informative, etc.

Another problem that students face when reading is the content from the point of view, of how the information that carries any text is presented. For instance, Edgar Allan Poe's short story will have dense information which is when the information presented on the text is impenetrable for the reader; so that, the reader has to read this text using some strategies in order to find the message that the author wants to transmit, as well as, identifying the culture that it carries by activating reader's background knowledge. While, in the magazine of clothes, the information will not be presented in a dense way. A magazine is not addressed to the same public that Poe's, therefore in this case the reader will use other strategies when reading it. In other words, reading a short story is not easier than reading a magazine.(Johnston, 1989, pp. 39-42)

The second problem is the context, which is implicit in any text. Implicit means that these texts have a charge of culture, making their understanding a difficult task. That is why, for some readers, it is difficult to understand texts that come from another culture such as jokes, advertisements, etc.

Therefore, it is possible to state that: an efficient reader will need first to switch from one reading strategy to another, depending on the text structure and content of text, and activate their background knowledge and experience of life in order to get the message that a text carries.(Johnston, 1989, p. 39).

In sum, structure and content has a relation to the previous knowledge. Consequently, an efficient reader should be able to deal with different type of texts with different type of content by using different strategies and be able to activate certain previous knowledge for understanding a text.

The one purpose of this study should be to see the effect of using translation in reading comprehension. Then, to find an effective strategy that can help readers to deal with text structural and content problems, as well, as activating background knowledge. In our practice as an EFL teacher, we realized that, EFL teachers do not use translation or at least, they do, but do not report translation use.

We think that instead of treating translation as a taboo, we can take it as a means for solving reading comprehension problems in EFL students. After reviewing the literature that concerns the use of translation in TEFL, we realized that after the substitution of Grammar-translation method in the 1960's, the direct method in teaching languages, we found that there was not a serious research about the use of translation, at least, in TEFL classes. In the 80's, there was a new paradigm purposed by Delisle named "*pedagogical Translation*" term that is used, for describing the use of translation in the teaching of foreign languages and in 2006. A research that we found carried out by Cristina Mallol Macau (Mallol Macau, 2006) which describes how reading comprehension can be improved by using translation at La Salle Figuesses School.(Mallol Macau, 2006, p. 231)

Consequently, this study will focus on pedagogical translation for answering to the next question:

What happens in the teaching learning process if TEFL teachers include pedagogical translation in their classes as a task for improving students' reading comprehension of complex and ambiguous texts?

1.3 JUSTIFICATION

This study will help to explain the implications of using translation as a task for improving reading comprehension of students when they have to deal with difficult texts from a pedagogical perspective in TEFL classes supporting scientifically its use.

(Holmes 1972 quoted in Hurtado albir, 2005, p. 152-155) (Trans. by Teran Sanchez Jose Luis)divides the studies in traductology in three fields of study the studies may be: descriptive, theoretical and applied. **Descriptive studies:** those which are completely empiric **Theoretical Studies:** those which use the results that the descriptive studies about translation and in combination with similar disciplines information can predict how is and how would be translating. **Applied studies:**this studies apply translation to other scienves or disciplines.Holmes (Hurtado Albir, 2005)(Trans. by Teran Sanchez Jose Luis)makes a difference between:

- a) Translation in foreign language teaching and the teaching of translation for the formation of translators
- b) Thecritic of translations
- c) Field of usefulness of translation (lexicology and terminology, grammar), nevertheless, he considered them as similar fields.

Holmes (Hurtado Albir, 2005)(Trans. by Teran Sanchez Jose Luis)said that all fields of study mentioned above cannot be considered as isolated one, all of them maintain a dialectical relation. (Holmes 1972, quoted in Hurtado Albir, 2005, p. 138)(Trans. by Teran Sanchez Jose Luis)

Pedagogical translation belongs to “Applied Studies” which according to (Hurtado Albir, 2005, p. 138)(Trans. by Teran Sanchez Jose Luis) involves five areas such as: the evaluation in translation and translation didactics as well as the use of translation in the language didactics, this one is called *pedagogical translation*, the language teaching

for translators and the use of computing resources for translation. The use of pedagogical translation in the TEFL is under investigation, nowadays, because, it is a field that needs to enhance in many educational applications in different contexts such as monolingual and bilingual groups, primary and secondary education, and English for specific purposes and of course its application to TEFL classes. It is imperative to confront results that can validate its application on these fields.

Summing up, this study will support scientifically the use of translation in TEFL arena concerning Students' reading comprehension improvement; giving important contributions to traductology applied studies.

The main social relevance of this study will concern specially to the TEFL field, because it can solve one of the principal problems that TEFL teachers have when their students have to develop their reading comprehension strategies.

The use of pedagogical translation as a task is a helpful tool that TEFL teachers can use not in an anarchical but in a systematic way, as this investigation will show, getting remarkable results in TEFL students. It becomes students into analytical, sensible and critical readers.

Actually, any language teacher can take advantage of the use of translation in a pedagogical way, without taking into account, the language that he or she is teaching. It could be used for improving reading comprehension of students in teaching a language as a foreign language, in teaching a language as a second language, in teaching a language for specific purposes and in teaching a language for general purposes.

This investigation even could solve the problems that students have in Schools applied to monolingual students that are at elementary and secondary levels of the Bolivian educational system contextualizing the methodology of the translation tasks of reading comprehension that we used in this study. Working on background knowledge, content

and form of texts and making students modulating by writing the text that they are reading using their own words.

We are not suggesting the inclusion Grammar- translation method; we are showing the use of translation from a pedagogical point of view as a task for improving reading comprehension of difficult and ambiguous texts, not as a method but a task.

Methodologically, this investigation shows the way how to use correctly a pure experiment using a simple variation of the independent variable using a control and an experimental group simulating a real educational situation, probing that experiments can be performed in education. This study can be used as a reference for future experimental studies.

1.4 OBJECTIVES

Our study will be guided by the following objectives:

1.4.1 General Objective

To show that including pedagogical translation as a task in TEFL classes improves students' reading comprehension of complex and ambiguous texts.

1.4.2 Specific objectives

1.4.2.1 To demonstrate that the use of translation in a pedagogical way improves EFL students in the comprehension of complex and ambiguous texts of EFL students.

1.4.2.2 To select the type of text: informative, expressive or vocative that pedagogical translation is more advisable to be used when students are performing reading comprehension tasks in EFL classes.

- 1.4.2.3 To prescribe the use of translation as a task in a TEFL class based on the results obtained in an experimental study.

1.5 HYPOTHESIS

*“A hypothesis is a tentative estimation about the possible relation between two or more variables”*¹(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigación, 2006, p. 127)(Trans. by Teran Sanchez Jose Luis)

It means that a hypothesis will not say that what it is affirming is true or denying false it is only an estimation of a possible relation among some variables.

Based on the literature that we reviewed and the problem statement we will have two hypotheses:

The following one is the result of revising all the literature concerning to the topic of our investigation. The nature of this hypothesis is causal. It means that there is a relation of causality among the variables. This causality shows that the improvement of reading comprehension of complex and ambiguous texts EFL Students is caused by the use of Pedagogical translation as a task.

A task is defined as *“an activity or action carried out as the result or processing or understanding language...task engages the learners in thinking processes”*(Cariaga Alvarez de, 2008, p. 58).

Therefore our hypothesis is the following:

¹ The original text of Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio (2006) was originally written in Spanish therefore, for the purposes of this study, all the citations of this book that can be found through the rest of this inform have been translated to English by the author this study.

H1 Pedagogical translation as a task in EFL helps to improve reading comprehension of complex and ambiguous texts.

1.6 VARIABLES

Our hypothesis has a causal nature, so, it has two variables one independent and the other dependent. In fact, the independent one causes an effect in the dependent one.

Therefore its variables are described as follows:

1.6.1.1 INDEPENDENT VARIABLE (X)

Pedagogical translation as a task in TEFL

1.6.1.2 DEPENDENT VARIABLE (Y)

Reading comprehension of complex and ambiguous texts

1.7 VARIABLE CONCEPTUALIZATION

1.7.1 PEDAGOGICAL TRANSLATION (X)

It is the use of translation in language didactics. (Delisle 1980 quoted in Hurtado 2005 p.155).(Trans. by Teran Sanchez Jose Luis)

1.7.2 READING COMPREHENSION (Y)

The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

It consists of three elements: the reader, the text, and the activity or purpose for reading purpose reading.

(Rand Reading Study Group 2002 quoted in Torgesen 2006 p. 3)

1.8 VARIABLE OPERATIONALIZATION

INDEPENDENT VARIABLE	DEPENDENT VARIABLE
Pedagogical Translation as a task in TEFL Classes	Reading Comprehension of complex and ambiguous texts
DIMENSION OF THE INDEPENDENT VARIABLE	DIMENSION OF THE DEPENDENT VARIABLE
Tasks using pedagogical translation done by students in a pure experiment simulating TEFL classes.	Measuring of the improvement of reading comprehension in both groups (control and experimental group) at the beginning of the experiment and at the end of it. Measuring attitude of students about reading comprehension improvement through using pedagogical translation and their opinion about which of the type of texts was more difficult and more recommendable for using pedagogical translation.
INDICATORS OF THE INDEPENDENT VARIABLE	INDICATORS OF THE DEPENDENT VARIABLE
Score obtained in the different variations of the independent variable which are the literal and modulated translation.	Score obtained in the pre and post test of reading comprehension (control and experimental group). Opinion of Participants about the use of pedagogical translation as a task (experimental group). Experience of students that use pedagogical translation as a task (experimental group). Experience of students that do not use pedagogical translation as a task (control group)
INSTRUMENT OF THE INDEPENDENT VARIABLE	INSTRUMENT OF THE DEPENDENT VARIABLE
Instruction	Pre and post tests Pre and Post questioners Quantitative observation
VALUE OF THE INDEPENDENT VARIABLE	VALUE OF THE DEPENDENT VARIABLE
Depending on how the variable varies the	Pre tests and Post Tests

<p>next scale of scoring will be used: Literal translation from 1 to 5 Modulated translation from 6 to 10</p> <p>The variation goes from literal translation to modulated translation, so once participants accomplish a literal translation they pass to the modulated translation.</p>	<p>Their value will be from 0 to 100 being the 50 plus 1 the mark for approving the test. Quantity of the occurrence of an specific behavior during the experimentation</p> <p>Pre Questioner Yes Sometimes No</p> <p>Post Questioner Liker questioner Every statement will a score from 5 to 1 to measure attitude of participants about a specific statement: 5 a) TOTALMENTE DE ACUERDO 4 b) DE ACUERDO 3 c) NEUTRAL 2 d) EN DESACUERDO 1e) TOTALMENTE EN DESACUERDO</p> <p>Quantitative observation Specific categories and subcategories that shows the manifestation of a specific experience during the experimentation. The value of each category and subcategory will be the result of the quantification of the experiences showed by participants.</p>
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CHAPTER II

THEORETICAL FRAMEWORK

2.1 ROLE OF TRANSLATION IN TEFL

2.1.1 Translation in the past

The most recognized method that used translation for teaching languages was grammar translation- method Abdulmoeim Mahmoud (Mahmoud, 2006) says:

“Grammar translation method of the early 20th century fully embraced the use of the L1 in L2 classroom in addition to the intense study of vocabulary and grammatical rules, this method required the laborious translation of L2 texts into L1... subsequent methods that appeared around the mid-20th century obliged the near total use of the L2 to teach the L2”

Another reference is the one that states Jesus Zaro(Zaro, 1997)

The method grammar translation was used by no native teachers... it included most of the time the translation in written language as a fundamental part of the academic program. It was a literal translation and most of the time its result was a non-contextualized translation whose basic unit was the phrase and its only purpose was purely didactic and the evaluation of the understanding and knowledge of students was performed by using students' first language.

Another role of translation in the past is mentioned by Brown (Brown, 1980, pp. 73-74)

in the first part of the twenty century, the direct method did not take hold in the US the way it did in Europe...US educational institutions had become firmly convinced that a reading approach to foreign languages was more useful than an oral approach... the highly influential Coleman Report of 1929 (Coleman 1929) had persuaded foreign language teachers that it was impractical to teach oral skills that reading should be the focus. The schools returned in the 1930's and 1940's to grammar- translation, “the handmaiden of reading”

In the past, grammar-translation method aim was to develop students reading comprehension and writing. It used literal translation as its main task. It occurs

because it was considered most useful for developing reading comprehension and writing than the other skills. (Zaro, 1997)

It leads us to think that translation was a useful tool for developing reading comprehension and writing; even if it was used in a literal way.

2.1.2 Translation in the present

Traductology is the discipline that studies translation. This discipline covers different areas such as, history studies, linguistic studies, sociological studies, pedagogical studies, etc. Traductology is a discipline that according to (Holmes 1972 quoted in Hurtado 2005 p. 138)(Trans. by Teran Sanchez Jose Luis) there are two fields for searching and developing theories within traductology, a field that is pure and another that is applied, after that, he distinguished three types of studies: theoretical, descriptive and applied. Theoretical studies: those which use the data obtained by the descriptive studies for creating new theories about translation. Descriptive studies: those which are completely empiric. Applied studies: which is the study of the application of translation to similar disciplines. Holmes (Hurtado Albir, 2005)(Trans. by Teran Sanchez Jose Luis)makes a difference between:

- a) Translation in foreign language teaching and the teaching of translation for the teaching of translators.
- b) The critics of translations
- c) Field of usefulness of translation (lexicology and terminology, grammar), nevertheless, he considered them as a similar field.

Holmes said that any field of study mentioned above cannot be considered in isolation all of them maintain a dialectical relation.

The last type of study that Holmes proposed is “*applied studies*” a field that is interested in the study of the role of translation in TEFL. Studying translation, is not as a process

of transcodification, from one language to another; but it is as Hurtado(Hurtado Albir, 2005, p. 147)(Trans. by Teran Sanchez Jose Luis) said “*translation is an act of communication and of course textual*” This is a current stand view of what translation is and this point of view is an integral branch all of the types of studies (descriptive, theoretical and applied) that has to follow this principles.

Nowadays, translation has been included in language didactics into an interactive methodology.

Lavault in 1984 had the merit of taking translation into the didactics of languages learning basing his theory in a interpretative conception of translation and the new didactic paradigms in education and Delisle in 1980 is who established clearly the difference between the pedagogical translation which is the use of translation in language didactics, and pedagogy of the translation in the teaching of professional translators.(Hurtado Albir, 2005, pp. 154-155)(Trans. by Teran Sanchez Jose Luis)

When we talk about didactic translation in languages, it is necessary to mention: Internal Translation, which is the spontaneous confrontation with students mother tongue and explicative translation which is the deliberate and punctual use of translation for getting access to a unit that belongs to another language, strategies nowadays, used in learning of languages. (Hurtado Albir, 2005, p. 155)(Trans. by Teran Sanchez Jose Luis)

Pedagogical translation is located in TEFL; it is the inclusion of translation for the teaching of languages. Important researches have been done, in order to include the use of translation in a communicative language teaching, based on an active methodology.

There are many people that have been researching about this topic. Lavault (Lavaultquoted inHurtado albir, 2005, p. 147)(Trans. by Teran Sanchez Jose Luis) suggested to include translation from a communicative point of view and based its methodology on the proposal developed by Delisle in 1980. (Delisle 1980 quoted in Hurtado albir, 2005, p. 147)(Trans. by Teran Sanchez Jose Luis). After this inclusion of

translation in TEFL classes there are other specialists such as Maria Rosario Hernandez (Hernandez, 2010) who mentioned the most important aspects of this new way of focusing translation in English as a foreign class.

the pedagogical translation goes beyond than that specific professional field and we can defined it as a didactic activity which objective is the mastering of the target language through the text manipulations, comprehensive analysis and conscious reflection.(Hernandez, 2010)

In short, Hurtado said: “*translation will not be the motor in the foreign language learning, but it could be part of a TEFL as a support or a didactic activity*” (Hurtado Albir, 2005)(Trans. by Teran Sanchez Jose Luis) besides, she mentioned some criteria to use pedagogical translation in TEFL classes such as the mastery of the target language because this activity requires the proficiency and a big knowledge of the L2 by the learners even she said that this activity is called the “*fifth skill*” which is helpful to develop writing. (Hurtado Albir, 2005)(Trans. by Teran Sanchez Jose Luis)

Additionally, she said that this procedure is appropriate to adults because translation is a cognitive process and it is necessary to be reflective and abstract.

Other implications of using translation in teaching languages are stated by Alessio Zanier Visintin who belongs to Language and Education Department at Universidad de Quintana Roo. He mentioned some contributions and opinions of some important authors who contributed to pedagogical translation such as:

The use of translation as a teaching technique has long been viewed with suspicion by language teachers and many 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 quoted in Zanier Visintin, 2008, p. 2).

Allan Duff who was one of the pioneers in talking about the use of translation as a didactic procedure said:

“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” (Duff, 1989).

Translation always will present authentic material this is why it will lead to the speculation. It will develop clarity, flexibility and accuracy because it will illustrate to students structures with which students have difficulties. Therefore, (Widdowson 1979 quoted in Zanier Visintin, 2008, p. 2) quotes translation will be a *“useful pedagogical device”*.

Harmer:

“Where the teacher is teaching a monolingual class, translation is obviously an excellent technique if the teacher is fluent in the students’ language. The main advantages are that it is quick and efficient” (Harmer 1991 quoted in Zanier Visintin, 2008 p. 2)

Hosenfeld:

“The perennial dispute about whether foreign language students do or do not translate is anachronistic. Many do translate”. (Hosenfeld, 1991 quoted in Zanier Visintin, 2008 p. 2)

We think that, on one hand, to use students’ language only when we want to develop reading comprehension or writing production is useful and an excellent strategy, because we consider that translation is based mainly in contrastive analysis of grammatical, syntactical, semantic, and cultural aspects between the students’ language and the target

language. On the other hand, this activity can be a harmful tool when students want to develop listening or speaking because these two last activities are more spontaneous, and do not need a contrastive analysis.

We would like to show some comments collected by made by French learners in Great Britain Zanier.

“French is hard because the teacher does not tell us in English what the word in French means, but does it by action and we don’t always understand them. If the word means “jump” and we don’t know, she jumps. In some cases it is not an action word. So we speak words in French that we don’t understand”

“I can’t understand the teacher. She never tells us what she’s on about”

“Our teacher explains in French and when he has finished, I still don’t understand a word”

“The teacher blurts out a lot of French words I haven’t read before and expects me to understand them”

“I would like, after the teacher has said something, that she repeats it in English. We would be able to understand better, I’m sure”.

(Allen and Harvey 1991 quoted in Zanier Visintin, 2008 p. 2-3)

We think that there is a reason why students are learning a language which is that they do not know the language, so, it is important for them to understand every single detail of the target language, such as words, phrases, idiomatic expressions, false cognates, etc. therefore, to translate is useful because it will support better students’ language learning.

We have more opinions of recent researchers about the role of translation in Languages Classes:

“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 Mark 1994 quoted in Zanier Visintin, 2008 p. 3)

It helps to students in creating lexical relations that can be useful when students are dealing with reading comprehension.

“Problems arise when teachers try to avoid using the first language in class. The explanation is clumsy, consumes valuable time and, judging by the students’ attempts to use it, not understood. A quick translation would have short-circuited the rather tortuous process” (Numan and Lamb mentioned 1996 quoted in Zanier Visintin, 2008 p. 3)

The use of first language of course is not useful if a teacher use it all the time but it is really beneficial to use it in specific moments in order to clarify opaque information that could be the key for decoding a text.

Ross said:

“Translation is useful in the EFL classroom in order to compare grammar, vocabulary, word order and other language points in English and the students’ mother tongue” (Ross 2000 quoted in Zanier Visintin, 2008 p. 3)

The use of translation as a comparison tool for both languages, source language and target, should be stopped in a progressive way in order to make students reach proficiency in the target language.

Papovic in 2001:

“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. Translation is a real-life communicative activity.

The learners translate in class for peers, decode signs in the environment, translate notes and letters, and so on. 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” (Papovic2001 quoted in Zanier Visintin, 2008 p. 3)

Translation is a natural process (Duff, 1989) it is impossible to avoid completely. Bilinguals have to learn how to deal with the languages that they know. A systematic translation can help bilingual to deal with languages they know.

Finally, Cook

“It is perhaps time the profession took another look at translation practice. It is to be hoped that this prediction will be realized in a renaissance of translation in language teaching” and that : “Real-world foreign language use is full of translation, and for the majority of the world population, switching and negotiating between languages is part and parcel of everyday use” (Cook 2004 quoted in Zanier Visintin, 2008 p. 3) said:

Zanier (Zanier Visintin, 2008) mentioned in his workshop that recently translation was the focus of some interest in Italy as a skill-enhancing tool. And mentioned to: Balboni (Balboni 1998 quoted in Zanier Visintin, 2008, p. 3) who states that translation can contribute to textual, interlinguistic and intercultural reflections.

Di Sabato, took into consideration corpus analysis, and the relation between language teaching and translation practice, affirmed that “*dividing sentences in chunks and comparing them between two different languages can contribute to a more complete understanding about how a language works, once again stressing the value of translation as a process, rather than as a product*”. (Di Sabato 2007 quoted in Zanier Visintin, 2008 p. 4)

Another author who has been performing researching in the area of pedagogical translation is Cristina Mallol Macau (Mallol Macau, 2006). Cristina Mallol Macau (Mallol Macau, 2006) has been performing researches about the topic. We want to mention two:

“*Teaching Foreign Languages through Translation: considering multiple intelligences*” in 2003 and the most recent performed in 2006 in which this study is based on

“*Learning English through Translation: The affectivity and diversity approach*”, it takes into account pedagogical translation with a communicational view for being applied to secondary schools in Europe, but we want to mention a recommendation that she mentioned in her work.

Translation can not be used as a method of teaching foreign languages because it is not successful. It has to be used as a task in TEFL class in order to contribute to the abandon of the learner to their LI in order to start thinking in English. (Mallol Macau, 2006, pp. 168-169).

In conclusion, it is important to notice that translation after its proscription in 1960's (Brown, 1980, pp. 73-74) has been occupying an important role in TEFL field, simultaneously, it is impossible not to be immersed in this new paradigm proposed by (Delisle 1980 quoted in Hurtado 2005 p. 147) (Trans. by Teran Sanchez Jose Luis) called “*Pedagogical Translation*” it is imperative to do new studies in order to see if this new

paradigm works or not and what would be its advantages or disadvantages to contribute to traductology in order to develop new theories about that could be applied to languages didactics specially in TEFL field. Thus, we will present the advantages and disadvantages of using pedagogical translation in TEFL classes.

2.1.3 Advantages and disadvantages of pedagogical translation in English Foreign class

Advantages

On one hand, it is possible to find several bibliographic evidences about the advantages of the use of translation in TEFL, advantages that are presented, subsequently.

Allan Duff

Allan Duff wrote a book giving some methodologies of using translation in didactics in foreign English Classes; in his book he mentioned some advantages of translation.

1)...translation helps us to understand better the influence of the one language to other and to correct errors of habits that creep in unnoticed... 2)...translation is a natural and necessary activity... 3)... language competence is a two way not a one way system. We need to be able to communicate both ways: into and from the foreign language...4)...translation is authentic, not made up language. And all language is relevant to translation. Translation need to be confined to literature...5)...as a language learning activity, translation has many merits...a) ...by its nature invites to speculation and discussion...b)...three qualities essential to all language learning: accuracy, clarity, and flexibility... c)...The teacher can select material to illustrate particular aspects of language and structure with which the students have difficulty in English...d)...translators will always be needed ...and who is to all this necessary work? Either professional themselves,

or the students languages. Only translation can give them the training they need.

(Duff, 1989, pp. 6-7)

Allan Duff, in the new edition of his book “Translation” in 1992 added two advantages more:

1) The influence of the mother tongue. People’s L1 shapes their thinking and translation helps them to understand better the influences among languages...2) the naturalness of the activity... 3) it develops mainly two skills aspect. Language competence is a two way system that communicates into and from the second language. (Allan Duff 1992 quoted in Mallol 2006 p.169)

Perhaps, Allan Duff (Duff, 1989) is the person who has most contributed about the use of translation in language didactics. In summary, he says that translation is useful because it presents authentic material to students; also it is a natural process. It invites to the speculation because students can discuss about the meaning of specific parts of the texts, based on their background knowledge, something that is really important because translation would be a really motivating tool for students, therefore, that it helps students to understand better the influences among the source language and the target language.

Mahmoud

He also mentioned some advantages of translation in his article mentioned above:

- a) Translation uses authentic materials.
- b) Translation is interactive.
- c) Translation is learned- centered.
- d) Translation promotes learned autonomy. (Mahmoud, 2006 p. 4)

Translation is interactive because it is necessary to speculate² so students can interact each other. Also it is useful because it promotes learned autonomy and learned-centered. These two advantages are really important and interesting because beyond using translation in TEFL field, it can be used in ESP field because sometimes students in this area do not like to interact; they like to work alone and analyze grammar, reading and like to find mistakes.(Cariaga Alvarez de, 2008, p. 50)

Widdowson

“I want to argue that translation ... can be a very useful pedagogic device and indeed in some circumstances... translation of a kind may provide the most effective means of learning” (Widdowson 1979 quoted in Zaro 1997 p.2)

“Translation is useful as techniques encourages learners to develop the capacity to differentiate between structural, semantic and pragmatic equivalence. (Brumfit and Johnson 1979 p. 65 quoted in MallolMacau 2006 p. 169)

Atkinson

“Translation to be a very important tool in language learning. For some students of English there are aspects of the language which present difficulties maybe because of the way in which they differ structurally from mother tongue (Atkinson 2001 quoted in Mallol 2006 p.170)

Once again the term “*pedagogic*” is mentioned. In fact, translation would be used as a pedagogical tool for developing specially reading comprehension because using this skill students have the time of analyzing texts in both languages, finding structural, semantic and pragmatic equivalences , creating a bridge between both languages,

² Speculation refers to the discussion that students do in the classroom about the text that is being translating. Making conjectures about the possible meaning that they are going to assign to this text in the target language.

facilitating in this way, target language reading comprehension based on the understanding of source language.

Gonzales Davies (Gonzales Davies 2002 pp. 70-73 quoted in Mallol 2006 p. 170) considers translation understood as a communicative learning activity, to be useful for many purposes, in the classroom in combination with other tasks such as:

- a) Explore language to favor accuracy and reduce avoidance strategies.*
- b) Favor and awareness of the similarities between two languages and the interpretation of reality of different communities.*
- c) Work on cognitive skills such as problem spotting and problem solving encouraging risk – taking that can be justified.*
- d) Cater for diversity in the classroom by taking into account different students' need, and*
- e) Improves resourcing skills: paper, electronic or human.*

(Gonzales Davies 2002 pp. 70-73 quoted in Mallol 2006 p. 170)

In conclusion, pedagogical translation has many advantages for being a good tool for the teacher and for students in different areas specially in developing reading comprehension, performing researching about this topic, it will help to traductology giving more information about the use if translation in teaching languages in TEFL field ,giving new tools for dealing with students' reading comprehension problems, to students giving them new strategies for dealing with complex and ambiguous texts. Subsequently we will present the disadvantages of using pedagogical translation in TEFL.

Disadvantages

On the other hand, it is possible to find only one author who talks about translation focusing its disadvantage on the language didactics.

“translation is independent from the four skills which define the linguistic competence because it is not a natural activity for being radically different from these four skills... translation get confuse students who can think that units from one language and another have one correspondence each other, so that, it does not permit that students think in the second language... translations makes lose valued time which could be dedicated to the teaching of these four skills... translation is radically different from the four skills. Translation is unnatural...translation produces interferences...translation is a bad test of language skills... translation is only appropriate for training translators... (Kirsten Malmkjaer 1998 pp. 5-6 quoted in Mallol 2006 p. 168)”

This author specifies that translation is not useful and its use is a waste of time and it is not useful for evaluating language skills. However, he accepts that translation is only appropriate for training translators.

We think that to use translation for training translators at least involves two steps *analysis and synthesis*. **Analysis** since the point of view of Roger T. Bell theory is the analysis of a one language specific text in its source language, doing a deep reading comprehension in order to arrive to a semantic representation in order to transform the semantic representation into a target language specific text by doing a synthesis of it. (Bell, 1995, p. 20)

It means that a professional translator first need to understand perfectly the source language text in order to create a target language text by transferring what the translator understood to the target language text.

In effect, we think that the merit of using translation as a systematic way as for training translators as in TEFL students in a pedagogical way will contribute to develop reading comprehension, because it is the key for finally creating a good translation product. In

addition, we think that professional translators training would be used in developing reading comprehension of TEFL students when they have problems in the comprehension of difficult and ambiguous texts. For this reason, we will explain how it should be developed in order to succeed in reading comprehension process in translation.

2.2 READING COMPREHENSION PROCESS IN TRANSLATION

Reading comprehension process has an important role in translation because; if the translator does not understand the source language text, he or she will not be able to catch the correct sense of the message. Therefore, the translator will not be able to transfer it to the target language text. Thus, at this point a question should be posed: What are the implications of the content and structure in translation?

The implications are clear, because a translator before starting any translation first has to analyze the text from the point of view of its structure. The structure of a text will be determined by different factors such as the style, the register, the tone and the most important the function. The function of text is the intention that the writer expresses in the process of communication; in fact, a text will have a specific content depending on its function.

The content will be divided into the factors mentioned above which are the style, the register, the tone. Elements that will be different in any text, depending on the function that they will have in the text. (Peter Newmark 1981 p.12-15; 1989 pp. 39-42 quoted in Roberts p.70)

For instance, an article will have a different function and content than a short story. The article will have an informative function and the short story will have an expressive function, even a joke or an advertisement will have a different function, because the culture that it carries, so that, it will have a vocative function with a high charge of pragmatics. Subsequently, as every text has different functions, every text has different

content, regarding the register of every text, the syntax and even the grammar. In sum, the structure of a text will determine its content.

2.2.1 Reading comprehension factors

Hence, we talk about reading comprehension. It is necessary to mention at least two factors that involve this activity: text analysis based on its content and the structure and the relation between each other; relation between the previous knowledge and the text.

2.2.1.1 Text analysis based on its content and structure and the relation between each other

New-some &Gate (New-some &Gate 1971 quoted in Johnston 1989 p. 41) has determined that an aspect of what a reader remembers from a text will depend on the quantity of information measured by its extension and the quantity of the new information so the density of arguments in the preposition will determine the velocity of the reading performed by the reader and the quantity of information that the reader will remember at the end of the activity.

Pavio (Pavio 1971 quoted in Johnston 1989 p.41) says that “*as more concrete, imaginable and interesting a text is, more information will be remembered by the reader*” another thing that is important in order the reader can remember the content of the reading is that sometimes the reader can feel identified with a character of the reading and this thing will influence on the memory. Bower (1978 quoted in Johnston 1989 p. 41)

McConkie (1978 p. 17 quoted in Johnston 1989 p. 41) states:

In general, it is important to hope that the textual manipulations that reduce the useful information in order the reader can build a coherent representation of the content reduce the comprehension of the passage. In some cases, the previous content

will compensate the loss of textual information or the relations will be identified starting from the resolution of problems and will be necessary to give more time to the reading

Brown and Murphy(1975 quoted in Johnston 1989 p.42) demonstrated that four-year- children remember better pictures that were shown to them in series than other one that were shown to them randomly. They also demonstrated that the series are in a logical order, they can fit in a story and the memory was better. Therefore, children can use their knowledge about a logical relation between objects and its comprehension and the remembering of the information. Hence, it is evident the differences between good and bad readers all of these experiments were supported in a theory called “*Story Grammars*” theory that says: “*there is conventional macrostructures derived from previous knowledge of texts and the way how the world works*”. (Johnston, 1989, p. 42)

Having the knowledge of these macrostructures seems to help to understand some texts. In fact, people have these macrostructures in their minds. They help the reader to understand a text trying to create a situation model in a world that is in the text. These models can be described as frames or schemas (Minki 1975 quoted in Johnston 1989 p. 42) which will organize the relation between the ideas and the structure of the text. Next, we will present the theory that supports the relation between reader’s knowledge and the author’s.

2.2.1.2. Schemata theory

There is a clear relation between the previous knowledge that a reader has and the author’s. This relation will determine the way a person understands and interpret a text.

The schemata theory (Adams & Collins, 1977; Anderson, 1977; Rumelhart&Ortony, 1977 quoted in Johnston, 1989, p. 50) has inquired the importance of previous

knowledge in reading remarking that is important to use material that has to be appropriate to an specific culture.

Barlet(Balrlet 1932 quoted in McDonough & Shaw, 1993, p. 107) in 1932 was the first person in using this term for explaining the knowledge that we get from the environment in which we live since we were born. This knowledge is full of experiences which are organized in our mind in schemas. These “schemata” permit us to predict what will happen in the text. Therefore, when we are reading a text what we, in fact, do is to presuppose what is going to happen in the text by linking the text to our background knowledge.

Every person shares cultural background material with the rest of people, that is why, some words, in a text, have different meanings in different cultures, and it is difficult to understand a text that has been written by people from another culture. This is the reason, that reading and understanding a L2 text is difficult, because the shared assumptions or different schemata do not always match up, rather than difficulties of the language. (McDonough & Shaw, 1993, pp. 106-109)

In the following paragraphs we would like to introduce the main principles of the “*Schemata Theory*” originally mentioned by Finocchiaro(Mary Finochiaro, 1989, pp. 113-114)

- a) *The reader’s background knowledge must interact with his or her innate conceptual abilities, as with his or her mental processing strategies, in order to ensure comprehension of a text. The three basic factors learners must possess and develop are background knowledge in the first or second language, innate conceptual cognitive abilities, and processing strategies.*
- b) *The role of background knowledge has been formalized as schema theory. According to recent research, no text, either spoken or written, carries meaning by itself. It does, however, provide direction for learners or readers as to how*

they should retrieve the knowledge already stored in their memory, or how they should construct meaning from their own previously acquired knowledge. This knowledge could include, for example, language learned(L1 or L2) and knowledge from content areas (math, history, etc) from reading materials in the first or second language, and from reasoning and making inferences from the data in the text. These knowledge structures are called schemata.

- c) In order to interpret the reading, new input information and existing schemata must be compatible and congruent to some extent; that is, elements from a previously internalized schemata would contain features found in the new schemata.*
- d) There are two basic modes of processing information: Bottom – up and top-down processing.*
- e) In paragraphs or longer texts, schemata are hierarchically organized from most specific at the bottom to most general at the top. The topic sentence, generally the first sentence in the text, gives the reader an immediate clue to the major idea or concept in the paragraph. The reader will be able to fit the comments, details, and explanations found below the topic sentence to the subject being discussed. Top-down processing occurs as the mind; the mental organism makes general predictions on higher conceptual levels and then searches the input for information to fill in the partially satisfied higher-order schemata.*
- f) Top-down processing is called conceptually driven. Bottom up processing is called data-driven since it occurs through the reader's recognition and perception of details and comments in the text.*
- g) Bottom-up and top-down processing should occur on all levels simultaneously. Top-down processing facilitates the assimilation of concepts and ideas they are anticipated or consistent with the reader's conceptual expectations.*

- h) *Bottom-up and top-down processing ensures that the reader will be sensitive to novel information, whereas top-down processing helps the readers resolve ambiguities, that is, select among alternative possible interpretations of the material being read.*
- i) *The appropriate schemata must already exist and be activated during text processing (reading or listening).*

Effective readers appear to use Top-down and Bottom-Up strategies; it means that the reader not only tries to decode the text at a lexical level but to have clear ideas about overall rhetorical organization of the text.

Top-down strategies are used in order to activate a reader's knowledge about the world plus the past experiences, speculations and intuitions in order to arrive to the content of the text.

Bottom-Up strategies are used when the reader simply decode the text in a lexical level.

In sum, both the top down process interacts with the bottom-up process in order to aid comprehension. (McDonough & Shaw, 1993, pp. 109-111) Bearing in mind, these organizing structures in the text, it is possible to mention: the phrase, the macroconnectors and discontinuities in the time, localization, actors, and content. There is evidence that students of fifth elementary school can solve systematic interferences with the same facility of remembering normal ordinations if they used explicit markers. And also there is evidence that expositive texts have an important influence in some readers than in others, Stein and Nezworski (Stein and Nezworski 1978 quoted in Johnston 1989 p.43), Marshall & Glock (Marshall & Glock 1978:79 quoted in Johnston 1989 p. 43). In sum, perhaps readers get the causal information that is not mentioned in the text by inferring using the macrostructures mentioned above.

The variations in the structures of the text most of the time is related to the content and it does not affect in the same way to all the readers. It means that for dealing with structure

variation the reader has to be able to exchange strategies when reading a text. Rebeca Oxford (Oxford, 1990, pp. 1-235) proposed two types of learning strategies which can be used for dealing with reading comprehension. Subsequently, we will present these strategies.

2.2.1.3 Direct and indirect strategies of language learning

2.2.1.3.1 Direct Strategies

Direct Strategies are divided into three: Memory Strategies, Cognitive strategies and Compensation strategies. Indirect Strategies are divided into three: Social Strategies, Affective strategies and Metacognitive strategies.

All the direct strategies require a mental process for language (memory, cognitive and compensation) these strategies do this process for different purposes and in a different way (Oxford 1990 p. 37).

2.2.1.3.1.1 Memory strategies

Memory strategies are used for remembering and retrieving new information. These strategies sometimes are called mnemonics, they were used in the past by orators and nowadays people used them for remembering practical information. In reading comprehension process they play the role of getting the necessary information from memory in order to understand a text (Oxford 1990 p. 38). Memory strategies are divided into specific strategies such as:

1. Creating mental linkages
2. Applying images and sounds
3. Reviewing well
4. Employing action

2.2.1.3.1.2 Cognitive Strategies

They are used for understanding and producing the language. Cognitive strategies are integrated by a common function which is the manipulation or transformation of the target language by the learner. These strategies have the role of making a student can reason about the input or the information that the learner received (Oxford 1990 p. 43). Reading comprehension is part of this strategy and they are divided into specific strategies such as:

1. Practicing
2. Receiving and sending messages
3. Analyzing and reasoning
4. Creating structure for input and output

2.2.1.3.1.3 Compensation strategies

It enables learners to use another language for either comprehension or production despite limitation of knowledge gaps. Comprehension strategies are intended to make up for an inadequate repertory of grammar and, specially, of vocabulary (Oxford 1990 p. 47). They are divided into specific strategies such as:

1. Guessing intelligently
2. Overcoming limitations in speaking and writing

2.2.1.3.2 Indirect strategies

These strategies are in charge of the management of learning this is why they are called indirect. They are going to help the learner to take control of his or her own cognition, to regulate emotions, motivation and attitudes, to learn through interaction. These strategies will support the learning with no participation of the target language (Oxford 1990 p.135).

2.2.1.3.2.1 Metacognitive strategies

They are used for coordinating the learning processes these strategies goes beyond the purely cognitive devices. Metacognitive strategies are especially successful in learning a language (Oxford 1990 p.136). They are divided into specific strategies such as:

1. Centering your learning
2. Arranging and planning your learning
3. Evaluating your learning

2.2.1.3.2.2 Affective strategies

They are used for regulating emotions, attitudes, motivations and values. It is impossible to overstate the importance of the affective factors influencing language learning (Oxford 1990 p.140). They are divided into specific strategies such as:

1. Lowering your anxiety
2. Encouraging yourself
3. Taking your emotional temperature

2.2.1.3.2.3 Social Strategies

They are used for learning with others. Language is a form of social behavior; it is communication, and communication occurs between people. Hence, learning a language occurs with people, and appropriate learning strategies are very important (Oxford 1990 p.144). They are divided into specific strategies such as:

1. Asking questions
2. Cooperating with others
3. Empathizing with others

All these strategies interact and support each other (Oxford 1990 p. 14). Hence, an efficient reader has to be able to use these strategies correctly. Summing up, as we can see in the figure above, the indirect strategies are the conductors of the learning and direct strategies are conducted by the indirect strategies or vice versa.

In conclusion, in order to have a good product the translation process should be done following what we have illustrated above, taking into account, that in order to have success in reading comprehension it is necessary, the reader takes part of all of this first process, demonstrating that a good translator is a good reader, therefore, if we apply translation to EFL reading activities it will develop successfully reading comprehension of TEFL students.

CHAPTER III

THEORETICAL REFERENCE

As we mentioned in the justification of this research this study fits in applied studies of traductology, specifically in TEFL area, so that, it is difficult to find empirical references before the following study presented in this chapter about the use of translation in TEFL. We would like to present the following reference which was mentioned before in the theoretical framework. It is a Doctoral Thesis presented in the *Universitat de Vic* at the *translation and interpretation department* called: “ *Learning English through*

Translation: The affectivity and diversity approach ” performed by *Cristina Mallol Macau* in 2006. Mallol’s Study has many objectives but the central one is the improvement of reading accuracy in students from the first and second cycle at La Salle Figuesesschool a Christian school where students learn English. Students have classes of English three hours a week, students have in general a level that goes far from satisfactory according to the “*Consell Superior d’avaluació del sistemaEducativ*” in 2005.

The study was a quasi experimental, educational and an action research study, using also, a quantitative-qualitative focus. She did a pilot study in the 2003 -2004 period and after she reshaped some tasks and some methodologies she performed in the actual research in the 2004-2005 period. The participants of the study were teenagers between fifteen and sixteen years-old there. She used two groups control groups (13 participants) and an experimental group (19 participants).

In both groups, she administrated two tests one at the beginning of the experimentation and the other, at the end. Subsequently, we will see the rest of the details concerning to the use of translation and developing of reading comprehension in both groups.

3.1 CONTROL GROUP ACTIVITIES

- a) Initial evaluation worksheet at the beginning of the study
- b) Participants were not informed about the experimentation.
- c) Participants used: “Oxford Exchange 4” book, additional tasks and projects and other photocopiable books.
- d) Post test worksheet performed at the end of the research in the last session.

In fact, the control group work was to work on what students usually do in their English classes.

3.2 THE DIVERSITY AND AFFECTIVITY APPROACH

The diversity and affectivity approach is an eclectic method which tries to take into account the student's learning style as well as his or her inner and outer situational contexts. (Mallol Macau, 2006, p. 118)

The experimental group was framed on this approach because all the activities were designed taking into account the students' context.

3.3 EXPERIMENTAL GROUP ACTIVITIES

- a) Initial evaluation worksheet at the beginning of the study
- b) A translation survey was applied to the experimental group.
- c) Post test worksheet performed at the end of the research in the last session.
- d) The tasks of translation were performed not in isolation, but in combination with the rest of the tasks in the class.
- e) The tasks performed in the study were far from Grammar-Translation method.
- f) The most important aspect of tasks is the importance of transmitting the message that translator thinks the original author wants to transmit to the reader.
- g) The consideration that all products (product is the final translation that students have at the end of each task) are interpretation of contextual ideas so that, both processes and product are key elements to take into consideration when analyzing translation.

The experimental group worked on performing reading comprehension tasks but not in isolation. Reading comprehension tasks were performed in combination with the rest of the tasks of the class.

We think that students in the experimental group should only work on reading comprehension tasks because the rest of the tasks could generate intervenient variables that can influence the independent variable.

This is why in our study we only preferred to do reading comprehension tasks.

3.3 STEPS OF THE TRANSLATION TASKS

Translation task followed the next steps:

- a) Reading comprehensionwork
- b) Understanding the text to be translated in order to find: original author intention, text culture and norms, text communicative functions, textual information of the pieces of work which involves accuracy in reading and multiculturality.
- c) Decide whether to exoticise or to carry out a cultural transplantation of a text.
- d) Decoding the text according the signs and previous knowledge of world.
- e) Encoding the text bearing in mind the text culture of target language and society.
- f) Checking whether the intention of the original message had been transmitted into the target language.

In our experiment, all of these steps were ended by our participants; however, we considered adding the following aspects.

1. An explanation about what was the type of text they were going to work with.

2. A literal translation did in a written way.
3. A modulated translation did in an orally way.

3.4 RESULTS

During a period of one year of applying translation in English classes specifically in development of reading accuracy; the results were the following:

3.4.1 CONTROL GROUP

In order to know the differences between the pre test and the post test, variance was used. The use of variance is used specially for showing the variability of a specific variable and its dispersion with respect to its average.

The control group had a **variance of 1.91**. The variance is a way of showing dispersion or the way how information is distributed in the sample. When its value is high it means that the information was disperse, so that it was not received completely by the receptors. In this case, in the control group it is high meaning that the information was dispersed, so that, students did not understand classes or did not developed reading accuracy.

“Average” is a statistical measure as well as the “variance”. It is used to know the standard value of a group of data.

Average was also used for measuring the difference between the improvements in both groups concerning reading comprehension accuracy.

This group had an **Average inAccuracy of 0.85** of accuracy average, result that means that students did not developed accuracy when reading.

3.4.2 EXPERIMENTAL GROUP

This group had a **variance of 1.81**. As it is not as high, in comparison with the control group, it means that the information was not dispersed so that, that students understood or developed reading accuracy. This group also had an **Average of 2.83** in reading accuracy result that is superior to the control group showing that the improvement of reading accuracy is evident.

Finally, the study showed the following conclusion:

“The explicit use of translation framed by ADA can lead to a significant improvement in English reading accuracy. This hypothesis was tested quantitatively through a pre and post test.

Comparing the control and experimental result of these tests, one can infer that it is obvious that the tasks planned were especially useful to improve reading accuracy (...) it was also valuable to discuss on the error made. Thus, communicative translation tasks were rather useful”. (Mallol Macau, 2006, p. 306)

Mallol’s study is not a study concerning only about translation, but translation is the motor of this study, because she considered translation is involved in other variables such as, multiculturalism, and *The affectivity and diversity approach* and motivation. The increasing of reading comprehension in this study is really remarkable with no use of grammar-translation method.

CHAPTER IV

METHODOLOGY

4.1 RESEARCH METHODOLOGY AND DESIGN

4.1.1 STUDY APPROACH

On one hand, there are three different ways of focusing a study. The quantitative, the qualitative and the mixed focus.

A research in the quantitative focus uses the collection of data for validating a hypothesis, based on the numeric measure and the statistic analysis in order to establish patterns of behavior and finally validate theories.(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 5) (Trans. by Teran Sanchez Jose Luis)

In the qualitative approach a research investigates the reason and how a decision is made, not just *what, where, when*. Hence, smaller but focused samples are more often needed, rather than larger samples. In the qualitative paradigm a research aims to gather in deep understanding of human behavior and the reasons that govern such behavior. (Wikipedia, 2010, p. 1)

Finally, *Mixed focus can use both focuses quantitative and qualitative in order to answer different questions in a problem statement.*(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 755)(Trans. by Teran Sanchez Jose Luis)

Taking into account, these focuses, this research will follow a quantitative focus. Because it will use statistics in order to validate its hypothesis or deny it.

4.1.2 TYPE OF STUDY

On one hand, there are different, types of studies, such as, exploratory, descriptive, correlative and explicative study.

“An exploratory study is performed when the objective is to examine an issue or a research problem that has not been investigated enough, which you have many doubts or it has not been investigated before”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 100) (Trans. by Teran Sanchez Jose Luis)

“A descriptive study looks for specifying properties, characteristics, and profiles of people, groups, communities, processes, objects and any other phenomenon that will be analyzed”. (Danhke quoted in Hernandez Sampieri 2006 p. 102)(Trans. by Teran Sanchez Jose Luis)

“A correlative study associate variables by using a predictable pattern for a group for a population”.(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 104)(Trans. by Teran Sanchez Jose Luis)

Finally, *“an explicative study is the one that will go beyond than the description of concepts or phenomena or the establishment of relations between concepts, actually, they want to find the reasons that causes an event”*.(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 108)(Trans. by Teran Sanchez Jose Luis)

Based on what has been exposed above this investigation is explicative, because it explains the reasons pedagogical translation increases reading comprehension in students that learn English as a foreign language.

4.1.3 STUDY DESIGN

As this study is an explicative one, and in order to find the answers for the cause of phenomenon we chose the experimental design.

4.1.3.1 EXPERIMENTAL DESIGN

“The term experiment has at least two assumptions, one is general regarding the stimulus of an action and its observation by the researcher”. (Babbie quoted in Hernandez Sampieri 2006 p. 159)(Trans. by Teran Sanchez Jose Luis) *“the other is a particular one with a more scientific sense that says that an experiment is that study with two or more variables for being manipulated intentionally in order to analyze their consequences within a control situation to the researcher”*. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 160)(Trans. by Teran Sanchez Jose Luis)

4.1.3.2 REQUIREMENTS

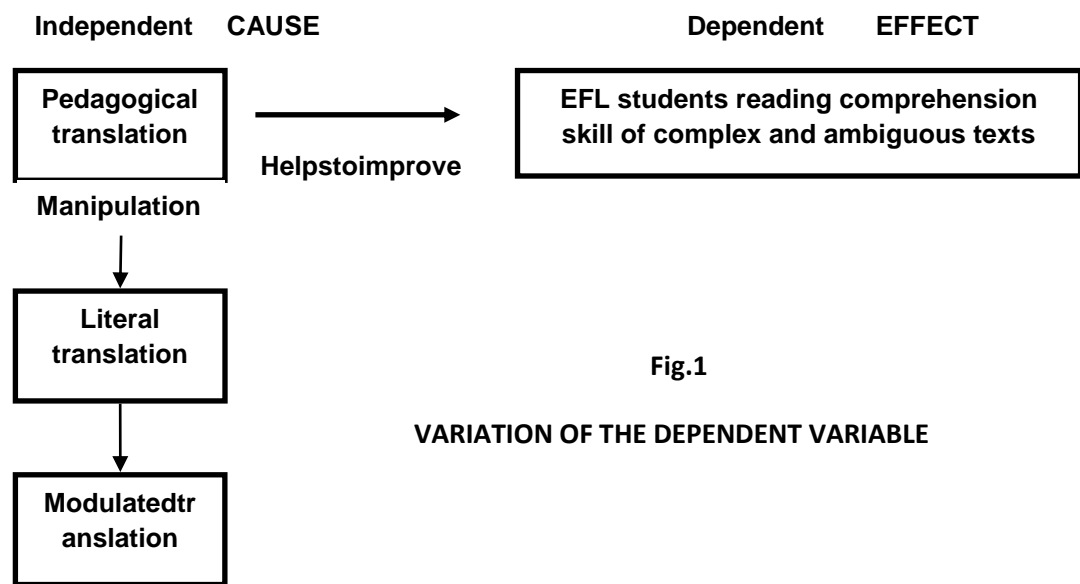
There are some specific requirements in order an experiment work and have certain validity. *“The first requirement is the intentional manipulation of at least one variable, the second, is the measurement of the effect, and, the third, the control of the experiment*

and the internal validity". (Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2006, pp. 165-185)(Trans. byTeranSanchezJose Luis)

4.1.3.2.1 INTENTIONAL MANIPULATION AND MANIPULATION DEGREES

The intentional manipulation consists in the researcher manipulation of one or more independent variables. Hence, if the independent variable will vary, it means that the dependent variable will vary, as well.

In the case of our study the manipulation of the independent variable is in the following way.



The independent variable of our hypothesis was “Pedagogical Translation”, which was manipulated by using two types of translations: first a literal translation and second a modulated translation.

A literal translation is a type of translation and a translation technique in which the message is transferred from the source language to the target language which is useful if one is studying the structure of the source text as an interlinear translation, but a

literal translation does not communicate the meaning of the source text. (Larson, 1984, p. 10)

In fact, “*an interlinear translation is a completely literal translation which is used for reproduce the linguistic features of the source text*”. (Larson, 1984, p. 15)

A modulated translation is translation technique where the original text message is transmitted from the source language to the target language changing its literal structure giving to the final product a context, so that that the translation will be a contextualized translation. (Intercultural Studies Group, 2007) “*A modulated translation is as an idiomatic translation which uses the natural forms of the receptor language, it does not sound as a translation, and it sounds like it was written originally in the receptor language*”. (Larson, 1984, p. 17)

4.1.3.2.2 TWO DEGREES OF MANIPULATION: PRESENCE AND ABSENCE OF THE INDEPENDENT VARIABLE

“The presence or absence of the independent variable consists in exposing the independent variable to one group of study. This is the minimum level of manipulation, because the independent variable will be manipulated in two degrees”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 163)

When, there is the presence or absence of the independent variable in a group of study, this group will receive the name of **experimental group**. But, when the opposite occurs and the independent variable is absent and there is no manipulation, this group will receive the name of **control group**.

In an experiment with a minimum level of manipulation, both groups of study have to perform the same activities in order, except the exposition to the independent variable. In this case, it is understandable that the differences in the groups were caused by the presence or the absence of the variable itself. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 163)(Trans. byTeranSanchezJose Luis)

4.1.3.2.3 MANIPULATION OF THE VARIABLE IN QUANTITIES OR MORE THAN TWO DEGREES

In this case, the experimenter manipulates a variable in order to see quantitatively the reaction of the dependent variable. Therefore, the control group will not have any intromission in quantity or degree of the independent variable. But the dependent will receive the stimulus of the variation in a certain quantity or degree. (Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2006, p. 164) (Trans. byTeranSanchezJose Luis)

4.1.3.2.4 HANDLING MODES OF MANIPULATION INSTEAD OF DEGREES

In this case, the manipulation is done not by using degrees or quantities; in this case, the use of different handling modes of manipulation of the variables will be used as a treatment to the experimental group.(Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2006, p. 165)(Trans. byTeranSanchezJose Luis)

So that, the manipulation of the independent variable will be done by using several ways of managing the same variable so we can measure the effect of all of them in the dependent variable.

In our experiment the variation of the independent variable was minimum, because the experiment itself just consists in exposing to the experimental group to the experimental variable in order to see what was the difference that this group of study showed in contrast to the control group. Hence, the independent variable was present in the experimental group and absent in the control group.

To measure the dependent variable is another important requirement of an experiment it means to measure the effect that the independent variable produced in the dependent variable.

4.1.3.2.5 MEASUREMENT OF THE EFFECT

In an experiment, it is really important to measure the effect and to find the ways for measuring the effect, these ways of measurement must have confidence and validity. In other words, the instruments that the experiment will use have to measure what was expected. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 168)

For measuring the dependent variable in the experiment, we chose the next instruments: Pre and post Tests, questioners and observation.

The third requirement of an experiment is to have control or internal validity at the beginning and during the experimentation.

4.1.3.2.6 CONTROL AND INTERNAL VALIDITY AND CONTROL OF EXTRANEIOUS VARIABLES

The control or the internal validity in an experiment is really important for obtaining confident data in order to interpret data in a correct way. So that, the experimenter has to know what is occurring when the experiment is being performed.

“In order to have the control in an experiment, we have to avoid the influence of intervenient variables, because they can affect the independent variable”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 169) (Trans. by Teran Sanchez Jose Luis)

“The way of getting the control and the internal validity in an experiment is having at least two equivalent groups of comparison they have to be equal in all aspects except in the manipulation of the independent variables”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 175) (Trans. by Teran Sanchez Jose Luis)

Therefore, our experiment has two groups of comparison (control and experimental group).

4.1.3.2.6.1 TWO GROUPS OF COMPARISON

Control group

The control group did not receive the manipulation of the independent variable but it performed the same activities, received the same content, it had the same period of time than the experimental group had.

Experimental Group

The experimental group received the manipulation of the independent variable and it performed the same activities, it received the same content, it had the same period of time as the control group had.

4.1.3.2.6.2 HOMOGENEOUS GROUPS

It means that both groups have to be similar between each other when the experiment starts in order it guarantees the validity during the experiment. There are two methods for obtaining the homogenization of groups: Randomization and Matching.

RANDOMIZATION

Randomization consist of assigning by random the subjects to the experiment. This type of assignation assures that two or more groups are probabilistically equal. (Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2006, p. 181)(Trans. byTeranSanchezJose Luis)

MATCHING

The process consists in equilibrating the groups in relation to one specific variable that can strongly influence the dependent variables. (Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2006, p. 183) (Trans. byTeranSanchezJose Luis)

In our experiment, in order to have a good homogenization in both groups and internal validation, we used both methods: Randomization and Matching.

Randomization in the experiment

The experiment was performed by organizing a workshop of reading comprehension. This workshop was advertised in the schedules of *level four* at *linguistics department*. Notices were used for this purpose, as well. Consequently, we registered fifty participants. Thus, every group (experimental and control) had twenty-five participants.

Selection of Groups Randomly

The selection of groups was done by Simple random sampling registration, so participants were registered in the order they call to the phone number registration center or come to the registration center. The registration consist in registering combining one participant to the control group and another to the experimental group until we fulfill the twenty-five participants per each study group. In order to give the opportunity to everyone in the population to participate in the experiment and have representative samples.

Matching

Once we have the participants assigned in the groups. We considered one variable that could influence strongly the independent variable and in consequence the dependent variable, this variable was "*attendance*", taking into account, that some participants could miss some sessions and could not accomplish the activities in their corresponding groups.

We did not take into account other variables such as: gender of participants and age, because these variables are not going to affect strongly the instruction of participants in using pedagogical translation as "*attendance*" would affect, simply because if participants did not come, they did not receive the instruction, therefore they were not going to be able to use it appropriately.

For this purpose we asked to participants if they would have problems with attending to the sessions because of work or classes.

As a result, we had fourteen participants with possible problems of attendance. Thus, we matched both groups by matching each group with seven participants, as it is possible to see in the chart below. In the chart every participant was assigned with a number in order to keep his or her confidentiality. The participants with problems of attendance are marked.

CONTROL GROUP	EXPERIMENTAL
PARTICIPANTS	PARTICIPANTS
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19

20	20
21	21
22	22
23	23
24	24
25	25

Table 1

PARTICIPANTS MATCHING IN THE STUDY GROUPS

4.1.3.3 SYMBOLS OF EXPERIMENTS

Experiments use the following symbols.

R It means that the assignation of the participants was done by randomization in an experiment.

G It means group of subjects.

X It means the treatment, stimulus or the experimental condition.

O It means the use of an instrument for measuring the subjects of a group.

- It means the absence of a stimulus.

(Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2006, p. 187)(Trans. byTeranSanchezJose Luis)

4.1.3.4 TYPOLOGY OF EXPERIMENTS

There are three types of experiments:

4.1.3.4.1 PRE EXPERIMENTS

“These types of experiments are the ones that have a minimum level of control. There is not a manipulation of the independent variable. They consist of measuring one or more variables only in one group of study in order to observe which the level of the group in these variables is”. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 187)(Trans. by Teran Sanchez Jose Luis)

4.1.3.4.2 QUASI EXPERIMENTS

In this type of experiments we do not have guaranteed the initial equivalence because there is not a random assignation of subjects to the groups of study.

The groups of study are assigned before of the experiment; they are intact groups. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 203) (Trans. by Teran Sanchez Jose Luis)

4.1.3.4.3 PURE EXPERIMENTS

Pure experiments are characterized because they have the essential requirements in order to have the control or internal validity of the experiment. These requirements are:

- a) To have groups of comparison.
- b) To have the equivalence in the groups.
- c) To have the manipulation of one or more independent variables.

(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 188)(Trans. by Teran Sanchez Jose Luis)

Pure experiments have the following designs.

4.1.3.4.3.1 ONLY POST TEST AND CONTROL GROUP POST TEST DESIGN

In this design the experimental group received the experimental treatment and the control group did not. So that, the manipulation is in two degrees: the presence and absence of the stimulus. The subjects are assigned randomly. When the manipulation finishes both groups are measured in the dependent variable. Comparing both post tests, we will know if there is or not effect of the manipulation. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 189) (Trans. by Teran Sanchez Jose Luis)

The diagram would be as follows:

RG₁	X	O₁
RG₂	-	O₂

4.1.3.4.3.2 FOUR GROUPS OF SALOMON DESIGN

This type of design uses two experimental and two control groups. Experimental groups receive the stimulus and the control groups do not. The pre test is only applied to one experimental group and to one control group; while the post test is applied to the four groups. The participants are assigned randomly. The manipulation will be done in the experimental groups. The results are obtained by comparing the post tests. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 195) (Trans. by Teran Sanchez Jose Luis)

The diagram would be as follows:

	RG₁	O₁	X	O₂
	RG₂ O₃	-	O₄	
RG₁	- X	O₅		
RG₂-	-	O₆		

4.1.3.4.3.2.3 EXPERIMENTAL DESIGNS OF MULTIPLE CHRONOLOGICAL SERIES

Type of experiment that is performed through the time performing a lot of observations or measurements about one or more variables, it is not necessary to be experimental. This type of design generally is used when the effect of the independent variable on the dependent variable takes too much time in provoking an effect. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 197) (Trans. by Teran Sanchez Jose Luis)

The diagram would be as follows:

RG₁	X	O₁	O₂	O₃	O₄	O₅
RG₂	XO₁	O₂	O₃	O₄	O₅	
RG₃	XO₁	O₂	O₃	O₄	O₅	
RG₄	-	O₁	O₂	O₃	O₄	O₅

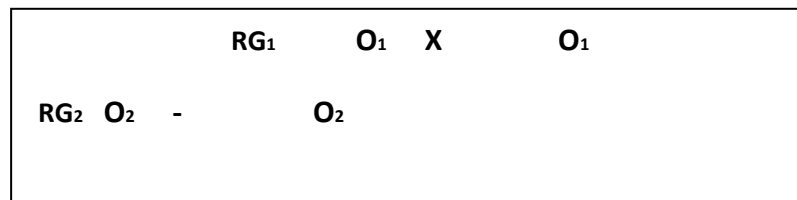
4.1.3.4.3.2.4 FACTORIAL DESIGNS

The factorial designs manipulate two or more independent variables including two or more degrees of manipulation in each independent variable. They are generally used in researching behavior. The basic construction of this type of design is to take into account all the degrees of the independent variable. In combination the other levels of the independent variables. (Wiersma and Jurs 2005 quoted in Hernandez Sampieri, 2006 pp. 197-198)(Trans. by Teran Sanchez Jose Luis)

4.1.3.4.3.2.5 PRE TEST – POST TEST AND CONTROL GROUP DESIGN

This type of design incorporates the administration of pre tests to the groups that are part of the experiment. Subjects are assigned randomly, after that they are measured by using a post test. One group receives the treatment and the other does not. Finally, all groups will be measured by the administration of a post test. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 193) (Trans. by Teran Sanchez Jose Luis)

The diagram would be as follows:



In our experiment, we used this final design “*pre test – post test and control group design*”. Because we wanted to measure reading comprehension of our participants at the beginning and after of the experimentation and see the effect of pedagogical translation (stimulus) in participants.

4.1.4 CONTEXT OF EXPERIMENTS

Experiments can have two contexts:

Laboratory experiments

In these types of experiments the effect of all the influent variables are maintained at their minimum level. The experiment is performed in an artificial context. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigación, 2006, p. 201) (Trans. by Teran Sanchez Jose Luis)

Field experiments

In this type of experiments the experiment is performed in real or natural situations in which the experimenter manipulates one or more variables. (Hernandez Sampieri,

Fernandez-Collado, & Baptista Lucio, Metodología de la Investigacion, 2006, p. 202)(Trans. byTeranSanchezJose Luis)

Our experiment was performed in a real situation, the whole experiment was planned in the way, it can recreate a real situation of English Learning by using an actual classroom with a white board and with the basic comfort for participants, hoping, they can act as they usually act in their real English classes.

Summing up, the research in this study has the following characteristics:

APPROACH:	Quantitative
TYPE OF STUDY:	Explicative
DESIGN:	Experimental
TYPE OF EXPERIMENT:	Pure experiment
PURE EXPERIMENTAL DESIGN:	Pre test – post test and control group design
EXPERIMENT CONTEXT:	Field experiment

4.2 UNITS OF ANALYSIS

The units of analysis that were studied in this research were English Foreign language students of the fourth level, i e. mid intermediate level, who were under analysis in

reading comprehension rather complex texts with the use of translation as a task in English classes.

4.3 POPULATION AND SAMPLE

In this part of the methodology, we will explain how we established the population and the probabilistic sample.

4.3.1 Population

The population or universe of a study is a group of data that follow specific parameters. (Seltiz1980 quoted in Hernandez Sampieri 2006 p. 238).(Trans. by Teran Sanchez Jose Luis)

In our study, our population was 75 students from the fourth level of English from the Linguistics Department in the second semester of the year 2010, which follows the parameter of equality, so it means that all of the integrants of our population is expected to have the same level of English, so that, all of them have a fourth level of English.

4.3.2 Sample

The sample is a sub group of the population or universe whose data will be collected and it must be representative from the population itself.(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigacion, 2006, p. 236)(Trans. byTeranSanchezJose Luis)

An experiment will have two or more conditions: One condition is often called the *control condition* in which the treatment is *not* administered. The other condition is often called either the *treatment condition* or the *experimental condition*; the treatment is administered. When there are just two conditions (control and experimental), it is often used a *two sample t-test*.(Elvers, 2010, pp. 2-8)

Two-Sample Inferential Statistics is the way of getting two samples from the same population. Considering that the two samples will be independent. (Elvers, 2010, pp. 2-8)

Therefore, the sample which will be used for the control group will be called control sample and the one which will be used for the experimental group will be called experimental sample.

After, the researcher has to establish the study's sample size, it will be chosen based on previous reviewed literature or piloting before performing the study.

In our study, all of the steps described above were followed. The population of our study was 75 students of the fourth level of English at Linguistics department. This data that was given by "*Computing Office at Linguistics and Languages Department*" based on the official lists of students registered for the level fourth at this department.

Consequently, considering on one hand, that in an experiment some statistical principles request at least 15 participants per each study group, moreover the sample on an experiment depends on how it has the same characteristics of the population (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 260) (Trans. by Teran Sanchez Jose Luis). On the other hand, our population was 75 students from the fourth level of English of the linguistic department, as well as, the purpose of this study was to do a pure experiment in which translation was included in ten sessions when students were performing reading comprehension of difficult texts. Therefore, we think that to use an intentional sample is most recommendable for our study, principally, because we need to see the effects that translation caused when using had in reading comprehension.

An intentional sample also called convenience samples are a matter of taking what you can get. It is an accidental sample. Although selection may be unguided, it probably is not random, using the correct definition of everyone in the population having an equal chance of being selected. Volunteers would constitute a convenience sample.

(<http://psychology.ucdavis.edu/sommerb/sommerdemo/sampling/types.htm>)

Therefore, taking into account that it is necessary that the selection of our sample must be representative and controlled (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 262)(Trans. by Teran Sanchez Jose Luis)we used the number of the students that attended to English classes at level 4th regularly which was of 50 students therefore we established 25 participants for the control group and 25 participants for the experimental groups.

We established 25 participants per each study group, in order to guarantee the reliability and the internal validity of our experiment. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2006, p. 262)(Trans. byTeranSanchezJose Luis)

For that reason, our sample has the following size:



4.4 INSTRUMENTS

Instruments were selected because the nature of our study.

4.4.1 Pre and post test

The pre and post test were built to test participants reading comprehension progress. Tests were based on three types of texts. Texts that were based on language function and typology texts proposed by Peter Newmark (Peter Newmark 1981 pp. 12-15; 1989 pp.39-42 quoted in Roberts p 70). The texts were labeled taking into account their complexity in content and form. The first text was informative, the second expressive, and the third vocative in order to see in which of this type of text students have more problems.

We applied the same pre and post test at the beginning and at the end of the experimentation in order to follow the same parameters when we evaluate participants . Pre and Post Tests were applied to control and experimental group.

4.4.2 Questioners

Two different questionnaires were applied, twice, one at the beginning and another at the end. Questioners were only applied to the experimental group; they were written in Spanish in order students can understand the questions perfectly and answer them in a correct way.

4.4.2.1 Pre questioner

It was developed in order to see what the position of participants was about the use of translation in their English classes. The questions were closed. All of them have a three possible answers (*sí, a veces, no*)(*yes, sometimes, no*).

4.4.2.2 Post questioners

They were developed in order to see participants experience at the end of the experimentation. For this reason, we design a questioner of Likert. It is a type of questioner in which the items are presented as statements in order to see the reaction of the subject in three, five or seven categories.(Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, Metodología de la Investigacion, 2006, p. 431)(Trans. byTeranSanchezJose Luis)

A qualitative question “**why?**”was introduced in each item. The objective is to see reasons for using translation in reading comprehension.

4.4.3 Observation

It is a procedure to examine a specific situation. In this technique, the first task is to identify the observer then who or what the observer wants to observe. In this research, the observer who was the researcher, wanted to observe the learner's attitude toward some tasks and their progress. (Mallol Macau, 2006, p. 248)

4.5 DATA COLLECTION

The objective of collecting data is to prove our hypothesis therefore, an experiment was done. The experiment was necessary because we need to see if the inclusion of translation as a task would show an effect in reading comprehension of TEFL students of fourth level. Hence, we established two samples one for the control group and another for the experimental group. The control group worked on the same activities of the experimental group but with the difference of the inclusion of translation in the experimental group as a task. Taking into account that participants usually learn English in classrooms with the basic equipment such as a desk for sitting, a whiteboard, a CD player and Cassette Player. We adapted a classroom with the same characteristics of the ones that students had at the university so students could act naturally. The researcher established ten sessions with 90 minutes so students can assimilate translation.

The collection of data was done following the procedures described above.

4.5.1 PILOTING

Piloting was programmed for testing the instruments of this study and especially for testing the techniques of analysis and for precisising the hypothesis. The piloting of short sessions of English using as a task was programmed to work in three days with two hours of session per day with the three types of texts that Peter Newmark established (informative, expressive and vocative) with twenty students with similar characteristics of our sample Students of Linguistics of 4th level. The objective of the piloting was to see progress student's reading comprehension by using a pre and post test. Questioners were also used for seeing student's opinions about the pedagogical translation.

The sample of the piloting was quite similar to the one we used in the experiment because we worked with twenty students of English that came from the Linguistics Department at UMSA University all of them from the fourth level of English as in the experiment. Students were chosen by random. The number was similar to the one we had in the experiment because in the experiment we had twenty five in the experimental group. The piloting tried to see the accuracy of the measure of both variables the independent and the dependent. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigacion, 2006, p. 187)(Trans. by Teran Sanchez Jose Luis)

Piloting was useful for us to evaluate the instruments we used in this study and the variation of the independent variable. We found that they were built in a good way because they measured what we wanted. After that, we just adjust some details of them. We initially only used the pre and post- tests and the Likert questioner, after the piloting we decided to use the quantitative observation in order to measure in an objective way the experiences of participants during sessions. Consequently, we will describe what happened in the three sessions of piloting.

SESSION 1

Students were evaluated and informed about the study by the investigator, using a pre-test, which students had to finish in forty-five minutes. After students finished the test, they started filling a pre questioner.

The next step was to make students work on an “informative text” which was the type of text programmed for this session. Students had to identify the text intention, the culture as a component of the text; characteristics of the author; the register and who was the text addressed to. The observation of these classes permitted us to see students motivated by these pre activities, because they were new for them, and they had succeeded in activating their background knowledge.

The objective of performing those pre-activities besides activating their background knowledge, were to establish the parameters of starting with the analysis of the text itself and, after all translation was introduced as a task divided into other activities. First, students were asked to make a literal translation which is very similar to a word by word translation, students had ten minutes for accomplishing a 500 words text, once they had completed, they were taught in how to create a modulated translation based on their literal translation modulation consists in going away, from the linguistic form or expression reaching the content, the substance that is inside the idea and create a natural translation which must have changed their linguistic form in relation to the source language. Students enjoy this final activity because they realized quickly how to do it, so they had really nice translations. Finally, going to the next stage students had an evaluation about the text which was really easy for them, because they had understood the text integrally.

SESSION 2

Students had a review of the main point that they saw last session, and then they worked on the next type of text which was “expressive text” the steps that students followed were the same of the first session: the only difference was the text that they were analyzing were the lyrics of a song it was really interesting because they looked very motivated in identifying analyzing the culture, so that, they had a really hot discussion about it until they finally found it, consequently they found easily the register and who was the text addressed to. As they had established the parameters of the text they follow the next steps, so they performed their literal translation and their modulated translation of the text.

SESSION 3

Finally, in the last session students worked with the final type of text programmed, which was “vocative text”. As in the second session first students had a review about what they had seen in the previous session about the informative and expressive text.

After that, they started working with the vocative text, so that, they followed the same procedures that in session 1 and 2 to find these characteristics was not a problem for them, so that, they started with next stage, which was to create a literal translation of the text and then a modulation. As it was their third time on working on this they did not have problems. Once they finished they were evaluated in reading comprehension about the text they worked with, showing a great comprehension of the text.

RESULTS

Once they completed their work they, were evaluated using a post-test; students had forty-five minutes for this. Once they finished, they started answering the pre questioner.

The piloting had twenty participants and had the following results.

STUDENTS PROGRESS IN PILOTING OF USING TRANSLATION AS A TASK IN READING COMPREHENSION

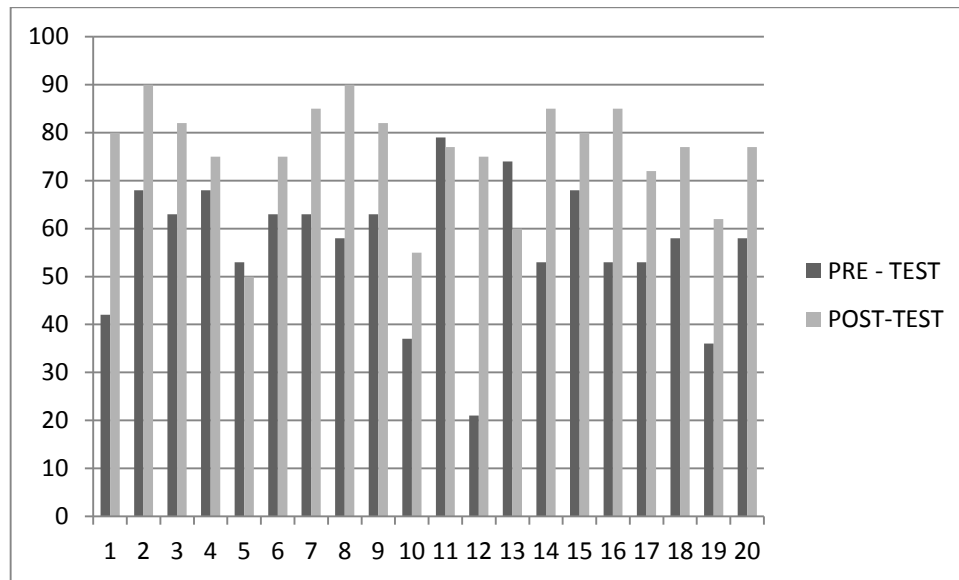
N°participant	Pre	Post
1	42	80
2	68	90
3	63	82
4	68	75
5	53	50
6	63	75
7	63	85
8	58	90
9	63	82
10	37	55
11	79	77
12	21	75

13	74	60	
14	53	85	
15	68	80	
16	53	85	
17	53	72	
18	58	77	
19	36	62	
20	58	77	
AVERAGE	56.550	75.700	Improvement18.778

Table 2

PROGRESS OF READING COMPREHENSION OF PILOTING CLASSES

(IN PERCENTAGES)



Graphic 1: students progress in reading comprehension after performing translation tasks

The results presented above correspond to the evaluation in reading comprehension in the piloting. Taking into account that in the pre test the group has an average of 56,550 and in the post test they had an average of 75,700; obtaining a difference of 18,778 which showed an improvement of the group in reading comprehension.

The questioners were applied to the twenty students that participated in the piloting, and the results were the following.

Pre questioner

Each question has three options, which are *sí*, *a veces*, *no* (yes, sometimes, no). In the first column are quantified the answers of all students. the second column shows the amount of the answers in percentages.

PRE QUESTIONER	quantity	%
1. Cuando escucho a alguien hablar en inglés, intento traducir lo que me dijo para entender.		
SI	5	24
A VECES	14	67
NO	2	10
2. Cuando leo un texto en inglés, captó las ideas directamente en inglés.		
SI	1	5
A VECES	15	71
NO	5	24
3. Cuando leo un texto en inglés, tengo que traducir las ideas para entender.		
SI	5	24
A VECES	12	57
NO	4	19
4. Cuando comparo el inglés con las lenguas que conozco, me es, más fácil, entender la lengua que estoy aprendiendo.		
SI	11	52
A VECES	9	43
NO	1	5
5. Utilizo diccionarios monolingües, más que los bilingües.		
SI	4	19
A VECES	4	19
NO	13	62
6. Cuando hablo con alguien en inglés, primero, tengo que traducir lo que quiero decir.		
SI	4	19
A VECES	11	52
NO	6	29
7. Si estoy leyendo un texto en inglés y no entiendo alguna palabra, prefiero que me lo expliquen en inglés a una traducción.		
SI	9	43
A VECES	9	43
NO	3	14

Graphic 2 :Sample of pre questioner administrated to students in a piloting class

The first question wants to know if student uses translation in natural way when they are in contact with English. The highest result in this item was “maybe” with 14 answers and a 67%.

The second question shows if participants understand the ideas directly in English without translating. The highest result in this item was “maybe” with 15 answers and a 71%.

The third question wants to know if students use translation in reading comprehension. Its highest score was in the item “maybe” with 11 answers and 52 percent.

The fourth item shows if participants compare the language that they are learning with the language or languages they know. The highest result in this item was “yes” with 11 answers and a 52%.

The fifth item shows the use of monolingual dictionaries more than bilingual dictionaries. The highest result in this item was “no” with 13 answers and a 62%.

The sixth item shows if students have to translate before speaking in English. The highest result in this item was “no” with 13 answers and a 62%.

Finally, the seventh item shows if students prefer an explanation in English than a translation when they do not understand a word. The highest result is divided between the categories “yes” and “maybe” with 9 answers and a 43 % respectively.

Post Questioner

Each question has five options, which are *totalmente de acuerdo, de acuerdo, neutral, en desacuerdo, totalmente en desacuerdo* (I strongly agree, I agree, neutral, I strongly disagree). In the first right column are quantified the answers of all students that participated in the piloting. The second column we can see the amount of the answers in percentages.

POST QUESTIONER		
	quantity	%
1. La traducción crea un puente entre mi lengua materna y el inglés		
a) totalmente de acuerdo	3	17
b) de acuerdo	10	56
c) neutral	5	28
d) en desacuerdo	0	0
e) totalmente en desacuerdo	0	0
2. Siento que mi lectura de comprensión en inglés ha mejorado		
a) totalmente de acuerdo	3	17
b) de acuerdo	15	83

Graphic 3:Sample of post questioner administrated to students in a piloting class

The piloting probed that the instruments are well built because they measured what the current study wants to measure. However, piloting was also useful for implementing new items such as a qualitative one “why” that were included in the questioners.

4.5.2 THE EXPERIMENT

Our experiment took two weeks and ten sessions in both groups. The reason why the experiment took two weeks and not one year like Mallol's work was because, she did a quasi experiment and we did a pure experiment.

On one hand, in a quasi experiment there is no a complete manipulation of the variables, because it depends on the disposition of one or more institutions; the study groups are formed by this institutions. Mallol's quasi experiment depends on the time that the institution gives to her study, in this case, one year. This amount of time belongs to the academic year of the school which she did her quasi experiment. Her work also took one year because the school followed an EGP purpose (English for General purposes) which is the teaching of English in schools (Cariaga Alvarez de, 2008).

On the other hand, a pure experiment can manipulate the variables and control them. One variable is time; basically we used the parameters of using two weeks of time because we only need to simulate an EFL class focused on reading comprehension. The purpose of this experiment was only to see if there was a change on reading comprehension of students when they deal with difficult and ambiguous texts after the exposure of the experimental group to ten sessions using pedagogical translation.

The experiment was performed following the next steps:

1. Distribution of participants to the respective groups. Twenty-five participants to control and experimental groups.
2. Informing the participant of both groups that they were part of a study.
3. Beginning of experimentation the same day and we finished the same day (from November 8th to November 19th of 2010). Therefore, both groups worked ten days in the activities programmed for each group.
4. Administration of tests the same days with a pre test and with post text.
5. Application of pre questioners and post questioners in the experimental group .
6. Instruction about translation strategies and typology of texts to the experimental group.

Participants worked with different type of texts which belong to the typology of texts proposed by Peter Newmark (Peter Newmark 1981pp.12-15; 1989 pp.39-42 quoted in Roberts p. 70) in order to see in which type of text students have more problems for comprehending and considering complex an ambiguous; and to see which pedagogical translation is more advisable to use.

Therefore, both the control and the experimental group worked with two informative, two expressive and two vocative texts during the experiment.

4.5.2.1 Control Group

The control group worked following the parameters of a typical English Class, (the lesson plans are in annexes section) framed by a pre task, a task and a post task depending on the topic of the text that they were working with. All the activities in this group were performed in English; participants were not able to speak in Spanish. The teacher also used English during the sessions.

Pre test and post test were applied to this group. Questioners were not applied to this group. Participants were not instructed about the type texts that they were working with. Participants did not work with pedagogical translation.

4.5.2.2 Experimental Group

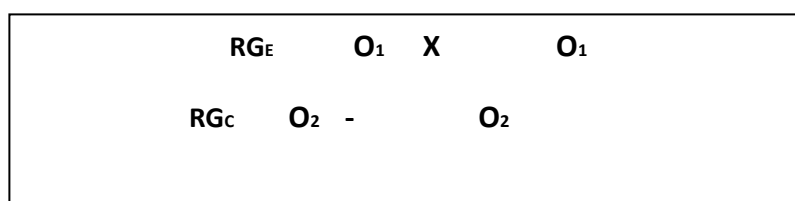
The experimental group worked also with the same texts than the control group did. This group had the inclusion of pedagogical translation. Participants were explained about typology of texts. Participants were able to use Spanish or English depending on which language they felt more comfortable. Participants performed translations from English to Spanish when they worked with the texts mentioned above.

Participants followed the next steps.

- a. The explanation about what was the type of text that they were going to work with that day. (this step only was done the first five days; in the next five days this step was replace by the step “b”)
- b. Participants were asked about the intention and the function of the text they were working with. (this step was done by participants only in the last five days of the experimentation)
- c. Participants read the text.
- d. Participants established the parameters for their translations; finding parameters such as: text intention, text function, text culture, text register and finally to detect if a text have terms that can need accuracy when they would be translated to Spanish.
- e. Participants did a literal translation which was a written way.
- f. Participants modulated the literal translation activity which was done in an oral way.
- g. Participants checked if the parameters established in step “d” were correctly transmitted from the source language to the target language.
- h. Students did a reading comprehension evaluation about the text that they worked with.

Participants worked with some texts about one session and with others one session and the first fifteen minutes of the next session depending on how difficult students found the text that they were working with. Sessions were timed with ninety minutes per day. The whole experimentation had ten sessions.

The diagram of our experiment is as follows:



After the experimentation we found the following data.

4.5.2.3 Pre and post test

Participants were measured at the beginning and at the end of the experiment in order to see the variation of the dependent “reading comprehension” once the experiment was finished.

As participants belong to the fourth level of English of the linguistics department, the test was prepared based on the level that they were supposed to have. In order to have the same parameters of measurement, tests were applied at the beginning and at the end of the experimentation.

The results were the following:

CONTROL GROUP			
subject	Pre test	Post test	difference
1	26	53	27
2	79	79	0
3	37	47	10
4	26	58	32
5	58	74	16
6	53	58	5
7	74	84	10
8	79	58	-21
9	58	68	10
10	42	47	5
11	63	50	-13
12	32	47	15
13	53	53	0
14	42	47	5
15	68	53	-15
16	68	53	-15
17	53	68	15
18	58	53	-5
19	63	68	5

EXPERIMENTAL GROUP			
subject	Pre test	Post test	difference
1	90	100	10
2	68	68	0
3	47	63	16
4	74	94	20
5	68	84	16
6	58	79	21
7	53	58	5
8	32	79	47
9	15	90	75
10	84	79	-5
11	32	84	52
12	84	94	10
13	53	74	21
14	53	74	21
15	84	100	16
16	74	84	10
17	63	79	16
18	53	90	37

Table 3: Reading Comprehension without Translation Task

Table 4: Reading Comprehension with Translation Task

In the charts presented above we have the results for the pre test and post test in the control and experimental group. In the both charts you have the result of the pre test in the first column and in the next column the result of the post test. The difference was calculated from the post test and the pre test; this result is given in the next column named “difference”.

Both groups were distributed randomly in order to have the same characteristics. The selection of groups was done by Simple random sampling registration, so participants were registered in the order they call to the phone number registration center or come to the registration center. The registration consist in registering combining one participant to the control group and another to the experimental group until we fulfill the twenty-five participants per each study group. In order to give the opportunity everyone in the population, to participate in the experiment and have representative samples. However, we had four good scores in the experimental group, it leaded us to think that the best readers could be in the experimental group, but ,this is, of course, an effect of randomization, nevertheless, statistically the average of the experimental group was

lower than the control group and the control group also had four good scores in relation with the rest of its participants, in addition, the average of this group was higher than the experimental group in the pre test. Therefore, if we analyze, both groups seemed to be similar.

In order to show that both control and experimental group have the same characteristics, the following chart shows the average taken from both groups in the pre test.

<u>AVERAGE</u>		<u>AVERAGE</u>	
<u>CONTROL GROUP</u>		<u>EXPERIMENTAL GROUP</u>	
Pre test	Post test	Pre test	Post test
<u>56.04</u>	58	<u>53.12</u>	80.64

Above, the underlined figures in both groups the average in the pre test are not distant each other; showing that both groups are similar.

The next charts shows the average of improvement in reading comprehension taken from pre and post tests taken in the control and experimental groups.

<u>AVERAGE</u>	<u>AVERAGE</u>
<u>EXPERIMENTAL GROUP</u>	<u>CONTROL GROUP</u>
Difference	Difference
27.52	1.96

4.5.1.4 Questioners

Questioners that were used in this study were designed for measuring the dependent variable. We designed two questioners: a pre questioner which was applied at the beginning of the experimentation and a post questioner at the end.

4.5.1.5 Pre questioner

The results are as follows.

PRE QUESTIONER WITH THE QUANTIFIED ANSWERS OF PARTICIPANTS

PRE QUESTIONER	nº	%
1. Cuando escucho a alguien hablar en inglés, intento traducir lo que me dijo para entender.		
SI	9	36
A VECES	14	56
NO	2	8
2. Cuando leo un texto en inglés, captó las ideas directamente en inglés.		
SI	3	12
A VECES	19	76
NO	3	12
3. Cuando leo un texto en inglés, tengo que traducir las ideas para entender.		
SI	1	4
A VECES	19	76
NO	5	20
4. Cuando comparo el inglés con las lenguas que conozco, me es, más fácil, entender la lengua que estoy aprendiendo.		
SI	16	64
A VECES	8	32
NO	1	4
5. Utilizo diccionarios monolingües, más que los bilingües.		
SI	3	12
A VECES	8	32
NO	14	56
6. Cuando hablo con alguien en inglés, primero, tengo que traducir lo que quiero decir.		
SI	4	16
A VECES	14	56
NO	7	28
7. Si estoy leyendo un texto en inglés y no entiendo alguna palabra, prefiero que me lo expliquen en inglés a una traducción.		
SI	15	60
A VECES	8	32
NO	2	8

Graphic 4

The questioner was written in Spanish, so every participant could understand every question and could not have misunderstanding. In the chart, presented above, every question has three different answers (*si, a veces, no*) (*yes, sometimes, no*). Next to each answer there is the result in the first column that has the symbol “Nº”, it represents the number of answers that each item received. In the next column, there are those results expressed in percentages.

4.5.2.6 Post questioner

Post questioners were designed in order to see what students' experience was after the experimentation about the use of translation and how they feel about their reading comprehension. Thus, on one hand, this questioner was designed using Likert questioner model. This type of questioner uses a scale which measures the level of agreement or disagreement. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigación, 2006, p. 341) (Trans. ByTeranSanchezJose Luis)

On the other hand, we introduced a qualitative question in order to review their experience about using translation as a task in reading comprehension activities in order to know the reasons that participants chose when marking a certain attitude of agreement to a specific statement questioner. So that, every question that belongs to the Likert questioner has the question "why".

The results of the quantitative questions are the following.

POST QUESTIONER WITH THE QUANTIFIED ANSWERS OF PARTICIPANTS

POST QUESTIONER		
	Nº	%
1. La traducción crea un puente entre mi lengua materna y el inglés		
5 a) totalmente de acuerdo	6	24
4 b) de acuerdo	13	52
3 c) neutral	6	24
2 d) en desacuerdo		0
1 e) totalmente en desacuerdo		0
por qué		
3. Siento que mi lectura de comprensión en inglés ha mejorado		
5 a) totalmente de acuerdo	11	44
4 b) de acuerdo	12	48
3 c) neutral	2	8
2 d) en desacuerdo		0
1 e) totalmente en desacuerdo	1	4
por qué		
5. El uso de la traducción me hace sentir más seguro al momento de leer		
5 a) totalmente de acuerdo	8	32
4 b) de acuerdo	10	40
3 c) neutral	6	24
2 d) en desacuerdo	1	4
1 e) totalmente en desacuerdo		0
por qué		
7. Es más útil para mí, usar la traducción en los textos de tipo		
a) Informativo	15	60
b) Expresivo	8	32
c) Vocativo	2	8
por qué		
9. Es bueno usar la traducción en todo momento		
5 a) totalmente de acuerdo		0
4 b) de acuerdo	2	8
3 c) neutral	13	52
2 d) en desacuerdo	10	40
1 e) totalmente en desacuerdo		0
por qué		
11. la traducción es buena cuando tengo textos ambiguos y complejos		
5 a) totalmente de acuerdo	11	44
4 b) de acuerdo	6	24
3 c) neutral	5	20
2 d) en desacuerdo	3	12
1 e) totalmente en desacuerdo		
por qué		

Graphic 5

4.5.2.7 Content Analysis

In order to analyze the qualitative questions of this questioner, we did a content analysis.

A content analysis is a technique to study the communication in an objective and systematic way which quantifies the contents of a category.

A content analysis is a way of categorizing the concepts or opinions that a person expressed in order to quantify and makes it objective.(Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigacion, 2006, p. 356)(Trans. byTeranSanchezJose Luis)

In our research, we categorized the opinions qualitative questions by organizing participant's opinions following the parameter of the times that an opinion is repeated.

The content analysis results in the qualitative questions were the following:

The frequency of answers to each statement is on the first column.

RESULTS IN THE QUALITATIVE QUESTIONS

1. La traducción crea un puente entre mi lengua materna y el inglés (por qué)					
QUESTION	CATEGORY	SUBCATEGORY	Times mentioned	Percentage	
2	Totalmente de acuerdo	la traducción crea un puente entre L1 y L2	4	16	
		La traducción conecta mi realidad con otra	1	4	
		Recurrir al español me ayuda para entender el inglés	2	8	
	De acuerdo	la traducción me ayudo a entender mi L2 a partir de mi L1	7	28	
		Mientras más traduzco, más entiendo	3	12	
		mientras más traduzco, tengo más capacidad de análisis	1	4	
	Neutral	La traducción me ayuda a aceptar otras culturas	1	4	
		La traducción literal me impide el análisis profundo del texto	1	4	
		La traducción como ayuda perjudica; interfiere en el aprendizaje de el L2	3	12	
		La traducción es sólo para niños	1	4	
		Otros	1	4	
	TOTAL			25	100

Table 5

5. El uso de la traducción me hace sentir más seguro al momento de leer(por qué)				
QUESTION	CATEGORY	SUBCATEGORY	Times mentioned	Percentage
6	Totalmente de acuerdo	Entiendo mejor cada lectura	2	8
		porque puedo saber que es lo que realmente dice el texto	4	16
		puedo entender la palabra y su respectiva extensión	1	4
	De Acuerdo	puedo entender el texto de modo contextual gracias al uso de la modulación	3	12
		puedo analizar un texto y entenderlo a plenitud	6	24
		Otros	2	8
	Neutral	traducir es difícil	1	4
		a veces, me hace perder tiempo y no se entiende el contexto	2	8
		depende al texto		
		otro	3	12
	desacuerdo	hay expresiones que se deben entender y no traducir	1	4
		TOTAL		25

Table 6

7. Es más útil para mí, usar la traducción en los textos de tipo (por qué)				
QUESTION	CATEGORY	SUBCATEGORY	Times mentioned	Percentage
8	informativo	manejan más registros o vocabulario	9	36
		contienen más información	2	8
		hay que entender el texto completamente para no malentenderlo	2	8
		otros	2	8
	expresivo	ayudan a hacer un buen análisis literario profundo del texto	3	12
		tengo más interés por leer	2	8
		usa registros y vocabularios difíciles	2	8
		otros	1	4
	vocativo	estos textos son difíciles por el registro o vocabulario que manejan	2	8
	TOTAL		25	100

Table 7

9. Es bueno usar la traducción en todo momento (por qué)					
QUESTION	CATEGORY	SUBCATEGORY	Times mentioned	Percentage	
10	de acuerdo	es bueno entender todo el texto y no quedarnos sólo con la idea principal	2	8	
		Neutral	para entender y no cambiar el mensaje	2	8
			sólo con textos pequeños	1	4
			no existe una total equivalencia en textos en inglés con el español	1	4
			sólo cuando se comienza a prender inglés	2	8
			solamente en Reading	1	4
			otros	5	20
			en desacuerdo	es una pérdida de tiempo	1
		es muy perjudicial, perjudica en el aprendizaje	10	40	
	TOTAL		25	100	

Table 8

11. la traducción es buena cuando tengo textos ambiguos y complejos (por qué)				
QUESTION	CATEGORY	SUBCATEGORY	Times mentioned	Percentage
12	totalmente de acuerdo	tienen palabras muy rebuscadas y una estructura muy difícil	3	12
		es la mejor forma de comprenderlos fácilmente en su totalidad	8	32
		otros	1	4
	de acuerdo	si no traduzco no entendería este tipo de texto	4	16
		otro	1	4
	neutral	es mejor tratar de entender la expresión sin traducir	1	4
		depende al área que corresponde el texto	1	4
		otros	3	12
	en desacuerdo	son más trabajosos	1	4
		la traducción es buena para todo tipo de textos	1	4
		otros	1	4
TOTAL			25	100

Table 9

4.5.1.8 Quantitative Observation

The quantitative observation is the systematic, confidential, and valid register of a behavior and a conduct. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, Metodología de la Investigación, 2006, p. 375) It was used in our study in order to see the behavior of our participants during the experimentation and the results were as follows.

The categories that we used for both groups were the following:

CAT/BEH	CATEGORY /EXPERIENCE
A	Using a monolingual or bilingual dictionary while performing a reading activity
B	Expressing motivation while performing translation task
C	Giving opinions in classes

The subcategories that we used for both groups were the following:

SUBCAT	SUBCATEGORY (C)
1	coherent opinion in Spanish
2	non coherent opinion in Spanish
3	coherent opinion in English
4	non coherent opinion in English

Therefore, the results of the the quantitative observation are shown on the next page.

QUANTITATIVE OBSERVATION CONTROL GROUP

CATEGORY BEHAVIOR	A	B	C				
SUBCATEGORY				1	2	3	4
SESSION 1 EVALUATION INFORMATIVE TEXT	0	0	0	0	0	0	0
SESSION 2 INFORMATIVE TEXT	4	0	0	0	0	5	3

SESSION 3 INFORMATIVE AND EXPRESIVE TEXT	6	0	2	0	0	4	5
SESSION 4 EXPRESIVE TEXT	4	0	2	0	0	5	3
SESSION 5 VOCATIVE TEXT	0	0	1	0	0	3	5
SESSION 6 EXPRESIVE TEXT	6	0	4	0	0	5	4
SESSION 7 EXPRESIVE AND INFORMATIVE TEXT	7	0	4	0	0	3	6
SESSION 8 INFORMATIVE TEXT	6	0	3	0	0	4	5
SESSION 9 VOCATIVE TEXT	3	0	3	0	0	3	4
SESSION 10 EVALUATION	0	0	0	0	0	0	0
TOTAL	36	0	19	0	0	32	35

Table 10

QUANTITATIVE OBSERVATION EXPERIMENTAL GROUP

CATEGORY BEHAVIOR	A	B	C				
SUBCATEGORY				1	2	3	4
SESSION 1 EVALUATION INFORMATIVE TEXT	0	0	0	0	0	0	0
SESSION 2 INFORMATIVE TEXT	5	4	0	4	3	1	2

SESSION 3 INFORMATIVE AND EXPRESIVE TEXT	5	8	2	6	0	2	2
SESSION 4 EXPRESIVE TEXT	3	7	4	5	0	3	1
SESSION 5 VOCATIVE TEXT	2	4	7	3	0	1	2
SESSION 6 EXPRESIVE TEXT	4	6	5	8	0	4	3
SESSION 7 EXPRESIVE AND INFORMATIVE TEXT	5	6	4	9	0	5	2
SESSION 8 INFORMATIVE TEXT	5	6	5	6	0	3	1
SESSION 9 VOCATIVE TEXT	4	7	4	4	0	2	1
SESSION 10 EVALUATION	0	0	0	0	0	0	0
TOTAL	33	48	34	45	3	21	14

Table 11

The whole data presented above correspond to the values of the dependent variable after the exposure for ten sessions to the independent variable which was pedagogical translation.

4.5.1.9 THE INDEPENDENT VARIABLE (PEDAGOGICAL TRANSLATION)

In order to continue with the next step, which is to see if there was a certain causality and correlation between our variables, we will present the values of variability of the independent variable. These values correspond to the work that participants performed

in the ten sessions. Participants varied their work starting with a literal translation and continuing with a modulated translation. So that, the variation consist in increasing the contextuality in their translations. The literal translation was done in a written way and modulated translation in an oral way. This variation of the variable: *pedagogical translation* was controled by asigning five points as a maximun for the literal translation, depending on the quality of the product that participants presented; and giving another five point as a maximun for the modulated translation.

All participants performed acceptable works for the literal translation covering the spectatives of the study, hence, all participants had five point in their works for their literal translations.

Modulated translations were done in an acceptable way too, but the assigning point was not the same in all the cases, it differed in their scoring, because of the quality of the final product. Besides students were supposed to contextualize translations and change their literal translations into natural translations.

Therefore the values and results for the independent variable are the following:

INDEPENDENT VARIABLE PEDAGOGICAL TRANSLATION

Participants	Lit. translation/5	Mod.	TOTAL/10
1	5	5	10
2	5	0	5
3	5	0	5
4	5	3	8
5	5	4	9

6	5	3	8
7	5	0	5
8	5	2	7
9	5	4	9
10	5	3	8
11	5	2	7
12	5	4	9
13	5	1	6
14	5	0	5
15	5	4	9
16	5	2	7
17	5	2	7
18	5	3	8
19	5	0	5
20	5	3	8
21	5	2	7
22	5	2	7
23	5	4	9
24	5	4	9
25	5	2	7

Table 12

4.7 DATA ANALYSIS

Based on the data described before we will analyze the results in relation to the hypothesis that our study established..

4.7.2 READING COMPREHENSION IMPROVEMENT

The improvement of reading comprehension was present in both study groups consequently, we will analyze the results starting by the pre tests of both study groups, then we will analyze the post tests of both groups.

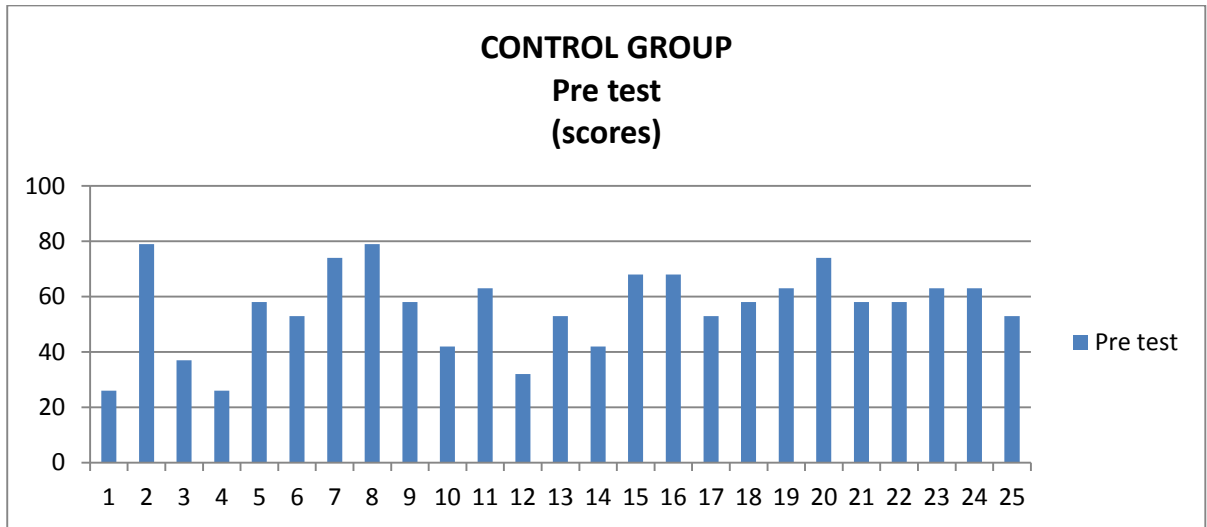
In both cases, control and experimental group, we administered the same test at the beginning and at the end of the experiment.

PRE TESTS

Pre test were administered at the beginning of the experiment in both study groups at the same time. The analysis of the control group pre test is as follows.

CONTROL GROUP

The control group had 25 participants in this group the lowest score was of 26 (participant 1) and the highest was of 79 (participants: 2,8) and having the mean of 56. As, it is possible to see below, this group had six cases (participants:1,3,4,10,12,14) that could not pass the 51 so, in terms of passing or failing the pre test they did not pass and 19 cases (the rest of participants) they passed the test, so that, more than the 60 % have passed the test.

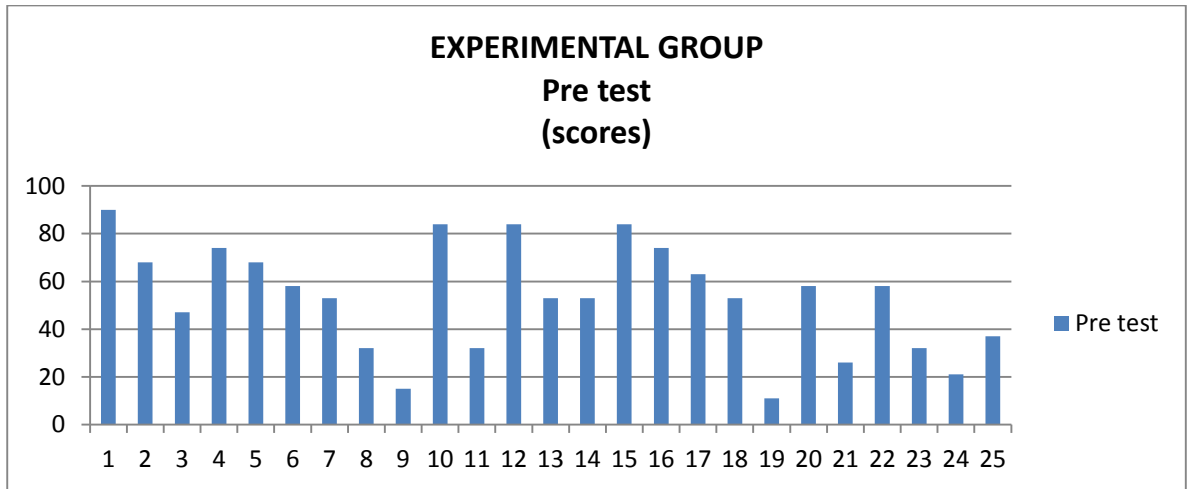


	CONTROL GROUP - PRE TEST																								
PARTICIPANTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SCORE/100	26	79	37	26	58	53	74	79	58	42	63	32	53	42	68	68	53	58	63	74	58	58	63	63	53

Graphic 6

EXPERIMENTAL GROUP

The experimental group had 25 participants. The lowest score of this group in the pre test was 11 (participant 19) and the highest 90 (participant 1) and having the mean of 53. As well as the control group, in term of passing or failing, it had 9 scores that did not pass this test (participants: 3,8,9,11,19,21,23,24,25) and 16 participants that passed the pre test as it is possible to see in the picture below .



	EXPERIMENTAL GROUP - PRE TEST																								
PARTICIPANTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SCORE/100	90	68	47	74	68	58	53	32	15	84	32	84	53	53	84	74	63	53	11	58	26	58	32	21	37

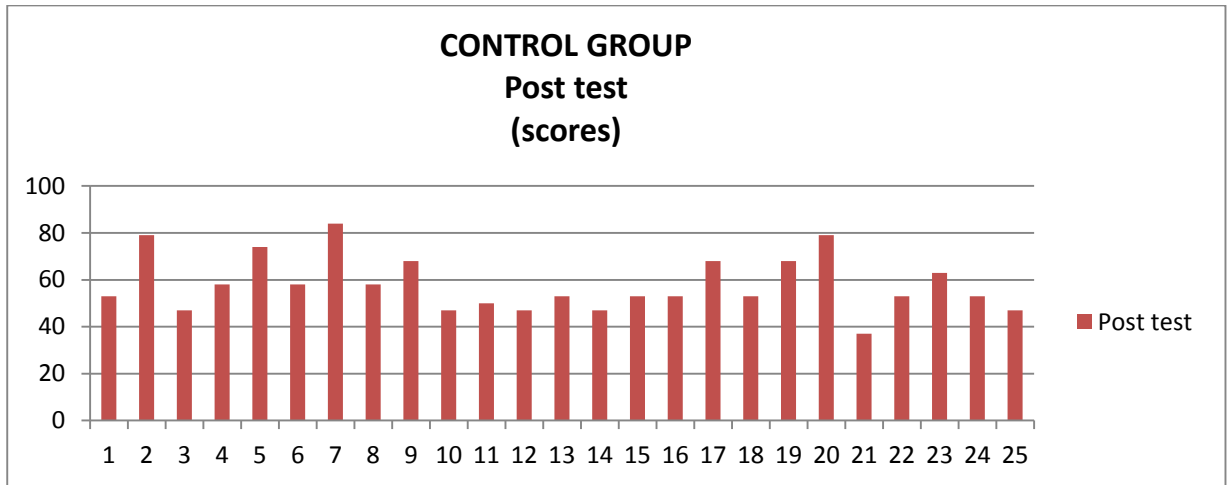
Graphic 7

POST TESTS

Post test were administrated to our participants at the end of our experiment at the same time in both study groups.

CONTROL GROUP

As it possible to see below the pre test of the control group had as its lowest score 37 (participant 21) the highest score of 84 (participant 7) and the mean of 58. But in comparison with the pre test of the same study group it has 7 participants (participants: 3,10,11,12,14,21,25) that in terms of passing or failing the post test they did not pass and the rest 19 participants passed. Specially participants 11, 21 and 25 they failed the test considering that they had passed the pre test. The rest 4 cases improved their tests but they did not have enough score to pass it. Also, we had another 6 cases that passed the test but they decrease their scores in relation with their pre test. The rest of the cases improved their scores or mantained it.

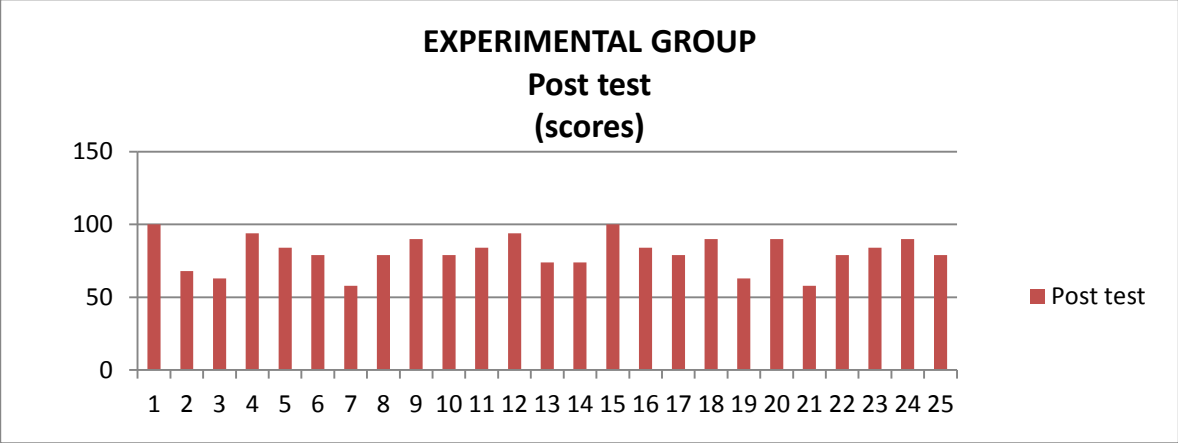


	CONTROL GROUP - POST TEST																								
PARTICIPANTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SCORE/100	53	79	47	58	74	58	84	58	68	47	50	47	53	47	53	53	68	53	68	79	37	53	63	53	47

Graphic 8

EXPERIMENTAL GROUP

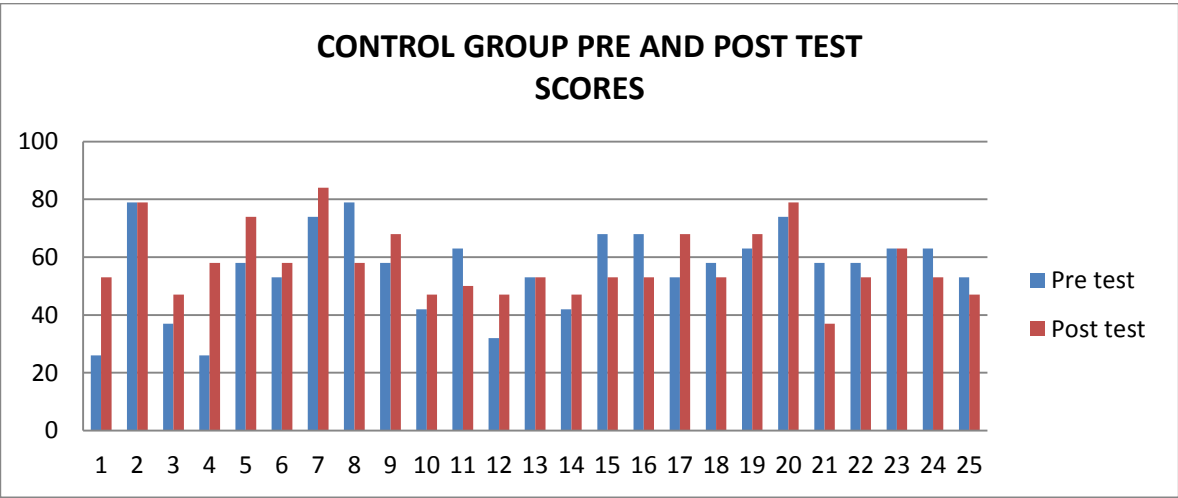
The experimental group, as it is possible to see below, in the post test had the lowest score of 58 and the highest score of 100 the mean of this study group was 80. The experimental group in terms of passing or failing the test it did not have any participant that failed the test in fact all of them passed and all of them improved their tests in comparison with the pre test of this study group.



	EXPERIMENTAL GROUP - POST TEST																								
PARTICIPANTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
SCORE/100	100	68	63	94	84	79	58	79	90	79	84	94	74	74	100	84	79	90	63	90	58	79	84	90	79

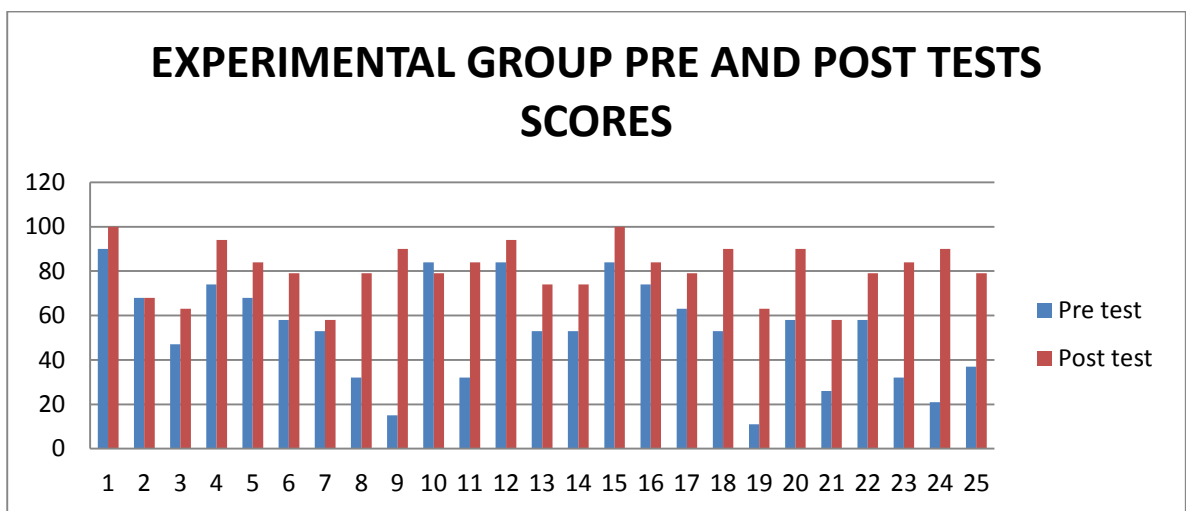
Graphic 9

If we analyze in a global way both groups on one hand, we will see that the control group did not have a decrease in their scores and even after ten sessions, it is possible to see a progress, in most of their participants as it is showed in the picture below, showing perhaps, that the use of traditional methods in reading comprehension works but takes a longer time.



Graphic 10

On the other hand, the experimental group had an increase on all the participants' scores after ten sessions of exposure to pedagogical translation, the progress is evident in all of the cases, definitely, it occurred because participants had the possibility of analyzing and translating texts by using pedagogical translation, therefore, the use of translation as a task when students are dealing with reading comprehension of difficult and ambiguous texts improved their reading comprehension. In addition, the use of translation in a pedagogical way seemed to shorten the development of reading comprehension micro skills of participants.

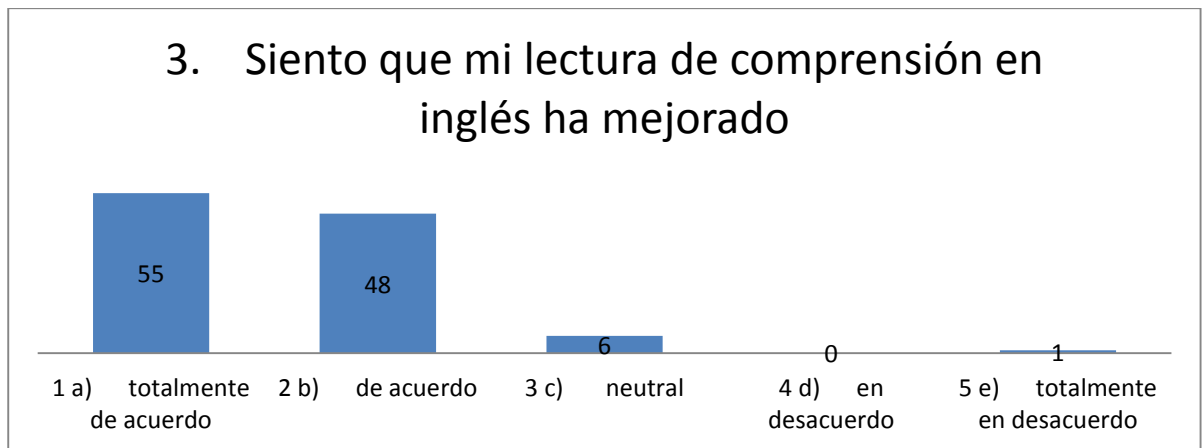


Graphic 11

Taking into account that on one hand, the control group did not do translation task, and on the other hand that the experimental group used pedagogical translation during the ten sessions. Besides we took care of controlling the intrusion of another variable, such as attendance of participants regularly, so that we matched the groups with participants that could have problems of attendance, in fact, they missed some classes, but in the classes they attended they completed the activities that their partners did. It occurred in both

groups of study. This fact was also supported by the questioners results as we can see in the following charts.

Questionnaire Administrated After Translation Task



Graphic 12 :Experimental Students Experience In Reading Comprehending By Using Translation

In this chart, it is evident that participants felt that their reading comprehension improved. The reason is shown in the *content analysis of the question 4* which correspond to the qualitative question of question N° 3. Most of the participants have the the following answers:

For the category: Strongly agree (totalmente de acuerdo)

Now my Reading comprehension improved thanks to the techniques that they taught us

(Ahora mi lectura de comprensión mejoro gracias a las técnicas que nos enseñaron)

I learned how to read beyond the text and in a deep way.

(He aprendido a leer más allá del texto y de forma profunda)

Here it is possible to see that some participants improved their reading comprehension because they really learned how to use the strategies that pedagogical translation used. These strategies guided reading comprehension progress of participants in order to develop deep reading.

For the category: I agree (De acuerdo) we had

Thanks to translation I understand easily what I read

(Gracias a la traducción entiendo más rápido lo que leo)

Because now, I contextualize what I read

(Porque ahora, contextualizo lo que leo)

Now I can do more analysis in the text

(Ahora puedo analizar más el texto)

In these answers it is possible to see that students learned how to read in a systematic and a reflective way.

if we look at the charts of quantitative observation we will see that the control group only has 31 coherent opinions in English during the ten session and the control group has 21 coherent opinions in english and 45 coherent opinions in Spanish.

This study is related to reading comprehension mainly. We wanted to know how many participants comprehended the texts they worked with; it did not matter if they expressed their ideas in English or Spanish, therefore, we considered that both experiences observed in the experimental group about expressing coherent opinions must be considered.

21 coherent opinions in English +45 coherent opinions in Spanish = 66 coherent opinions

In fact, as participants in the experimental group had more coherent opinions than the control group, we thought that the use of Spanish or English in participants and the use of pedagogical translation in the experimental group were the cause that participants improved their reading comprehension.

4.7.3 ROLE OF TRANSLATION IN READING DURING THE EXPERIMENT

Based on the pre questioners and post questioners translation was for participants an important element to develop their reading comprehension as we would see in the answers of participants.

It is interesting that before the experiment, in the pre questioners participants did not have a view about translation. Because they had a neutral posture, but neutrality does not mean denying, it is an indicator that participants admitted the use of translation, not always, not never, but sometime. The following statement summarizes and supports what we said before:

1. When I listen someone to speak in English I try to translate what he or she told me in order to understand.

(Cuando escucho a alguien hablar en inglés, intento traducir lo que me dijo para entender.)

This statement had a higher score in the option sometimes with a 56%. It meant that participants in any moment of their learning used translation in order to understand when somebody speaks in English.

Supporting what Allan Duff says: “*translation is a natural process*” (Duff, 1989, pp. 6-7)

If we analyze from the point of view that translation is a natural process. It is possible to state that participants used translation at least once in their English learning process.

The following statements had higher scores in neutral answers, implying in their meaning that for participants translation plays an important role in their learning process. (Their scores are shown on page 63 of this paper)

2. *When I read a text in English, I got the ideas directly in English*

(2. Cuando leo un texto en inglés, captó las ideas directamente en inglés.)

3. *When I read a text in English, I have to translate the ideas in order to understand*

(3. Cuando leo un texto en inglés, tengo que traducir las ideas para entender.)

4. *When I compare English with the languages that I know, for me it is easy to understand the language that I'm learning*

(4. Cuando comparo el inglés con las lenguas que conozco, me es, más fácil, entender la lengua que estoy aprendiendo.)

6. *When I talk with somebody first in English, I have to translate what I want to say.*

(6. Cuando hablo con alguien en inglés, primero, tengo que traducir lo que quiero decir.

At the same time we can see that participants tried to avoid translation when they used English as in statement number 7 showed below which had a higher index in the answer

“yes” (result that you can see on page 63 of this paper). It meant that the control group which did not use pedagogical translation did not improved their reading comprehension in the quantity that the experimental group did. Perhaps, because, they could not understand the texts completely.

7. When I'm Reading an English text and I don't understand any word I prefer an explanation in English than a translation.

(Cuando estoy leyendo un texto en inglés y no entiendo alguna palabra, prefiero que me lo expliquen en inglés a una traducción.)

If translation was a natural process before the experiment for participants, it meant that it was an anarchical process for them, because participants did not use any strategy or technique for using translation in a systematic way, in order to have good results about a specific activity such as: reading comprehension.

This anarchical behavior at least seemed to change at the end of the experiment. Let's see, the content analysis of question number 4 of the post test which corresponds to the qualitative question number 3:

Now my Reading comprehension improved thanks to the techniques that they taught us

(Ahora mi lectura de comprensión mejoro gracias a las técnicas que nos enseñaron)

This answer tells us that participants learned how to use some techniques.

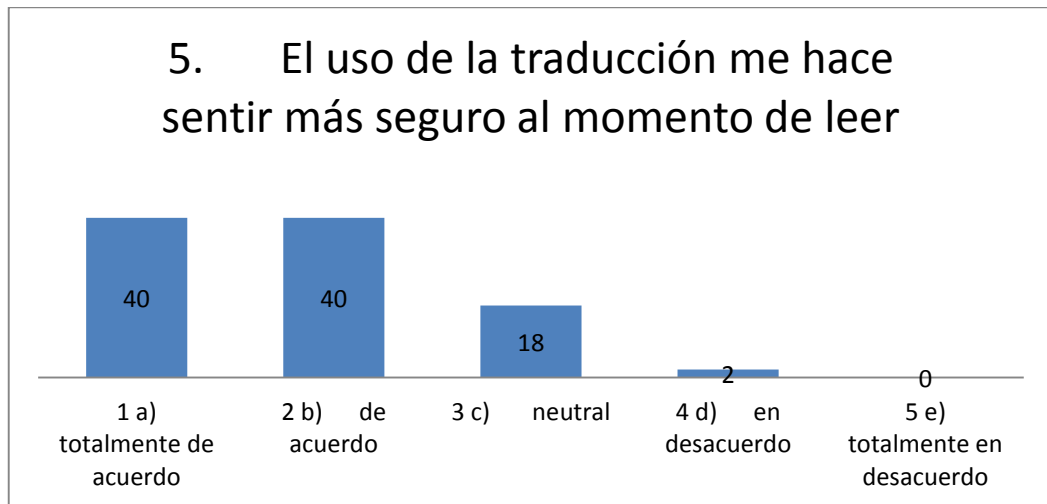
Thanks to translation I understand easily what I read

(Gracias a la traducción entiendo más rápido lo que leo)

This other answer also evidences that the techniques that they learned were established by pedagogical translation, because reading comprehension requires the use of some specific techniques and strategies to have succeed in the process.

Participants have positive answers when they were asked if *translation make them feel more sure when they read.*

Questionnaire Administrated After Translation Task



Question 5: The use of translation makes me feel more confident when I'm reading.

Graphic 13

We can see that most of them had a positive attitude about the use of pedagogical translation when they read.

The reason why participants had this positive attitude is shown in the analysis content in the following categories.

Category: Strongly agree, most of participants thought:

I understand better every reading (Entiendomejor cada lectura)

Because i can know what the text actually says (porque puedo saber que es lo que realmente dice el texto)

I can understand the word in its complete extension (puedo entender la palabra y su respectiva extensión) I agree:

I can understand the text in a contextual way thanks to the use of modulated translation (puedo entender el texto de modo contextual gracias al uso de la modulación)

I can analyze the text and understand it completely (puedo analizar un texto y entenderlo a plenitud)

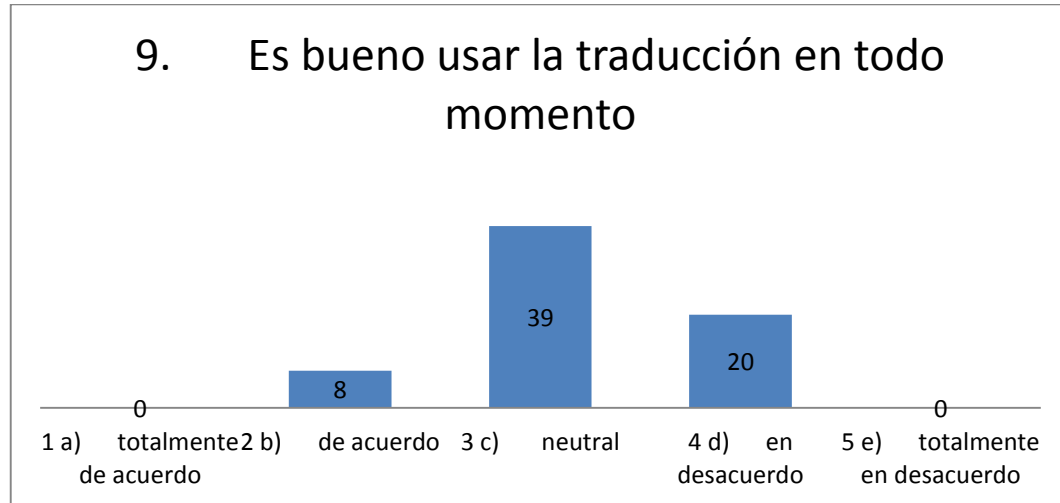
We can infer from these answers that when participants used to read in English trying to understand the text without translating, they did not understand some details of it, becoming it in an impediment for students to analyze the text.

However, translation is not useful for every text or every word or expression, because in the category: I don't agree, we had the following answer:

There are expressions that should be understood by them self and not by using translation (hay expresiones que se deben entender y no traducir)

Based on this answer it is possible to establish that translation should not be used in all of the cases. This answer let us to analyze the question number 9 from the post questioners: *is it good the use of translation in any moment?*
The answers were the following:

Questionnaire Administrated After Translation Task



Question 9: it is good using translation in any moment.

Graphic 14

Most of the participants had neutral answers (39) and disagreed (20) about the use of translation in any moment. And few people agreed (8) about it.

In order to know the justification of these answers, We will see the content analysis of item number ten which belonged to question N° 9 of the post questioners.

The next answers were found in the category: I agree

It is good to understand the whole text not only the main idea (Es bueno entender todo el texto y no quedarnos sólo con la idea principal)

Therefore participants agreed about the use of translation in the whole text because they want to understand the meaning of it.

However, the higher quantity of answers was shown as a neutral attitude about it, so we have the following answers in the category: Neutral.

(Translation is good) In order to understand the text and not to change the meaning (paraentender y no cambiar el mensaje)

(Translation is good) Only with short texts (sólo con textospequeños)

There is not a total equivalence between English and Spanish texts. (no existe una total equivalencia en textos en inglés con el español)

(Translation is good) Only when you start learning English (sólocuando se comienzaaprenderinglés)

(Translation is good) Only with Reading (solamente en Reading)

Most participants with their answers accepted the use of translation but only under some requirements, such as reading; the beginning one's learning, and with short texts. Another said that it was not good to use it, because there was not a total equivalence between English and Spanish.

Finally, we had the results in the next category :

I don't agree.

It is a waste of time (esunaperdida de tiempo)

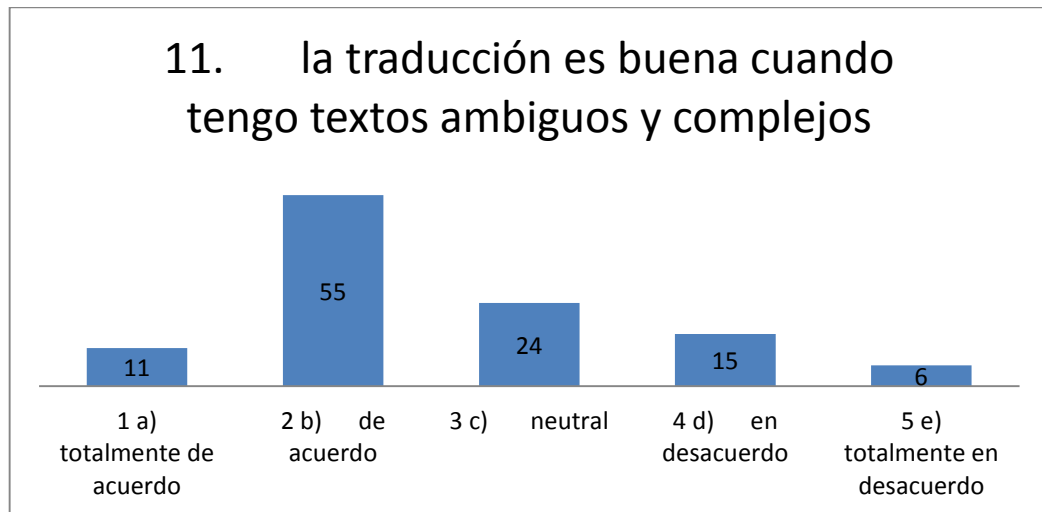
It is very harmful, it interrupts learning (esmuyperjudicial, perjudica en el aprendizaje)

These answers reflected that for an important part of participants translation was a waste of time and it interrupted their learning.

The analysis of question 9 and 10 of post questioners, will let us to establish that translation cannot be used in any moment and with any type of text. In order to see when

and with what types of texts translation is advisable to use; we will analyze the following questions.

Questionnaire Administrated After Translation Task



Question11: *translation is good when we are working with ambiguous and complex texts.*

Graphic 15

Most participants agreed strongly (11) and agreed (55) another were neutral (24), disagreed (5) and strongly disagreed (5) about the use of translation in ambiguous and complex texts. It means, that when most of participants had a text that they considered complex and ambiguous they use translation, in order to understand the text. However, other participants disagreed about its use.

In order to see why participants answer in that way, we will see the content analysis of this question which is shown in question number 12 which is the qualitative question of question N° 11 .

In the category: *Strongly agree* we had:

The texts have difficult words and a difficult structure (tienen palabras muy rebuscadas y una estructura muy difícil)

It is the better way to comprehend them in a complete way (es la mejor forma de comprenderlos fácilmente en su totalidad)

Participants considered that difficult and ambiguous texts had difficult words and structure and a better way to understand these types of texts is translation.

In the next category: *I agreed*. The answers were as :

If I do not translate I won't understand this type of text (si no traduzco no entenderé este tipo de texto)

In the next categories: *Neutral, disagreed, and strongly disagreed*. We have the following answers:

Neutral:

It is better to try to understand the expression without translating (es mejor tratar de entender la expresión sin traducir)

It depends on the area it belongs (depende al área que corresponde el texto)

Disagreed:

They are harder to work (son más trabajosos)

Strongly disagreed

Translation is good for all types of texts (la traducción es buena para todo tipo de textos)

These answers lead us to think that ambiguous and difficult texts for students of English or any other language are those texts which are not possible to be comprehended by the reader, in this case, as the text is written with an specific background knowledge and in

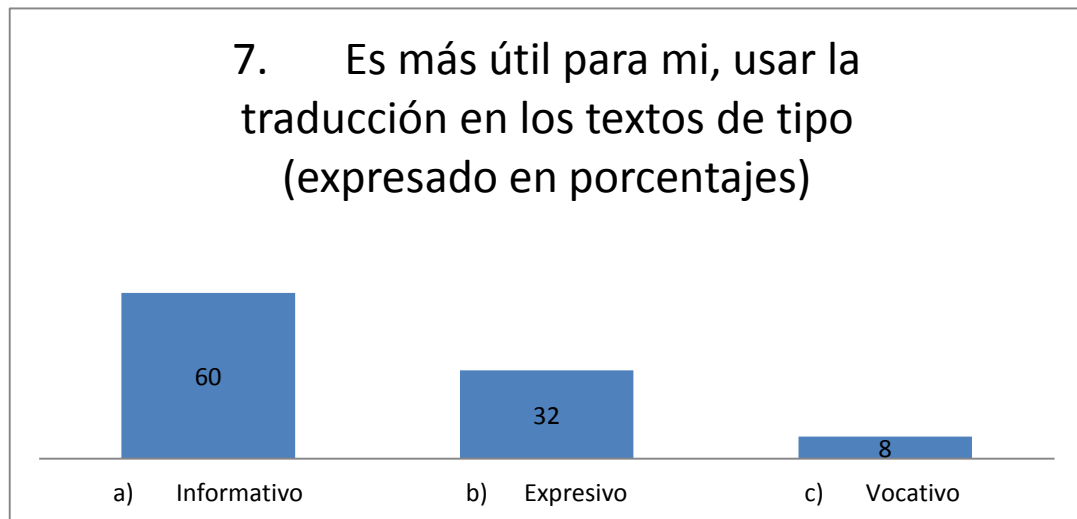
order to understand it the reader need to be able to decode this background knowledge, the reader has to have the same or similar background knowledge. Hence, if the reader does not have this background knowledge; the text is going to be harder to understand, therefore, it will convert its self in an ambiguous and complex text. This is why pedagogical translation is good for students in order to understand ambiguous and complex texts. Because it contextualizes the text.

Most of participants agreed that translation helped them to work on complex and ambiguous texts. But what type of ambiguous or difficult text? In order to know the answer to this question, we presented in the pre and post test the three different type of texts that Peter Newmark(Peter Newmark 1981pp.12-15; 1989 pp.39-42 quoted in Roberts pp. 70) proposed for working on translation tasks. In order to know in which of these texts participants had problems, or whether they had the same problems with the three types of texts or they did not have many problems with them.

Hence, we are going to analyze question N° 7 from the post test, which had higher scoring in option “a)” telling us that participants preferred to work using translation when they deal with informative texts.

The results were the following:

Typology of Text Which Translation Is Useful With



Question 7: For me is really useful using translation in texts...

Graphic 16

Why participants do affirmed to use translation for informative texts is exposed in the content analysis of question N° 8 which was question N°7 qualitative question. The expressions of participants were the following:

In the category; *Informative text* (informativo) we had the following expressions

This texts have more registers and vocabulary (manejan más registros o vocabulario)

They have more information (contienen más información)

We have to understand the whole text in order not to misunderstand (hay que entender el texto completamente para no malentenderlo)

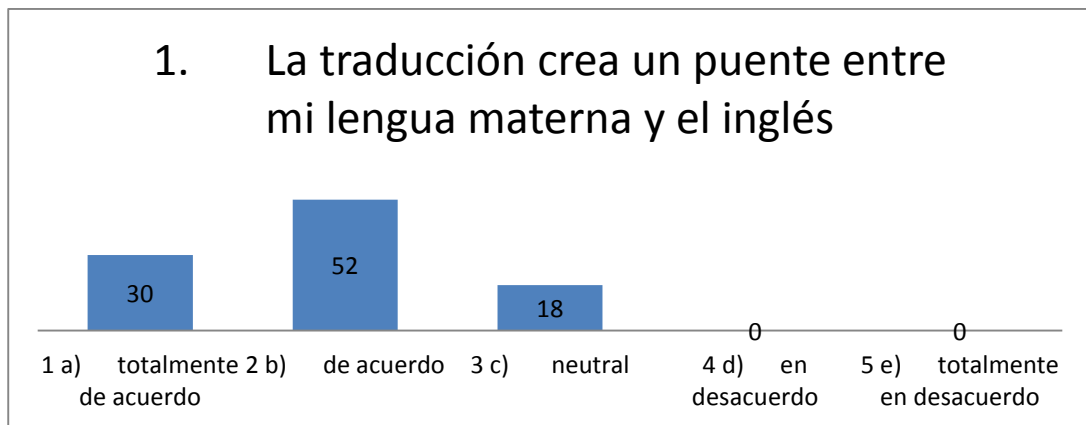
Based on the answers that participants expressed translations is useful in this type of texts because they have more registers than the rest of the texts such as expressive and vocative texts, so thus, as the use of pedagogical translation helped to participants using

and translate registers, this is why, pedagogical translation use is more successful in informative texts.

Even though, they also considered that translations is good also for expressive texts. it was not more useful for vocative texts, as you can see in the content analysis shown on page 66 of this research report.

After this analysis we established the reasons participants from the experimental group had that improvement in their reading comprehension is reflected on question N° 1 :*translation creates a bridge between Students' mother tongue and the language that they are learning in this case English.*

Questionnaire Administrated After Translation Task



Question 1: translation makes a bridge between my mother tongue and English

Graphic 17

Most of them agreed that translation helped them because it created a bridge between Students' mother tongue and English, the language that they are learning.

In order to understand why participants agreed about that statement we will take a look at the content analysis of question N1's qualitative question N° 2.

In the category: *strongly agree* (*Totalmente de acuerdo*) we had:

Translations creates a bridge between my L1 and my L2 (la traducción crea un puente entre L1 y L2)

Translation connects my reality with other reality(La traducción conecta mi realidad con otra)

The use of Spanish helps me to understand English (Recurrir al español me ayuda para entender el inglés)

In the category: *I agreed* (*De acuerdo*) we had:

Translation helped me to understand my L2 based on my L1 (la traducción me ayudo a entender mi L2 a partir de mi L1)

The more I translate the more I understand (Mientras más traduzco, más entiendo)

I can develop more my analysis capacity the more I translate (Mientras más traduzco, tengo más capacidad de análisis)

In the category: *Neutral* (*Neutral*) we had:

Translation helps me to accept other cultures (La traducción me ayuda a aceptar otras culturas)

Literal translation do not let me analyze the text in a deep way. (La traducción literal me impide el análisis profundo del texto)

Translation helps but as the same time is harmful; it interferes in the learning of the L2 (La traducción como ayuda perjudica; interfiere en el aprendizaje de el L2)

Translation is only for children (La traducción es sólo para niños)

Most answers above expressed that for participants the use of translation helped to understand English based on Spanish, however in the neutral category other participants expressed that translation interfere in their learning and analysis of texts in a deep way.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Regarding the objectives stated in the present study we can say that all of them were accomplished.

Subsequently, to the bibliographical review made for this study finding, on one hand, several support about the use of pedagogical translation in language didactics specially in reading comprehension developing. On the other hand, the necessity of performing this investigation for giving answers to traductology.

We carried out an experiment in order to find results about the use of pedagogical translation in reading comprehension.

Finally, we determined that the inclusion of translation as a task in TEFL classes improved students' reading comprehension of complex and ambiguous texts. It is evident because the comparison between the control group and the experimental group showed that the control group did not have a decrease in their scores in most of their participants, it is possible to see a progress, in most of their participants perhaps because the use of traditional methods in reading comprehension works but takes a longer time.

The experimental group had an increase on all the participants' scores after ten sessions of exposure to pedagogical translation, the progress is evident in all of the cases, definitely, it occurred because participants had the possibility of analyzing and translating texts by using pedagogical translation, therefore, the use of translation as a task when students are dealing with reading comprehension of difficult and ambiguous texts improved their reading comprehension. in addition, the use of translation in a pedagogical way seemed to shortered the development of reading comprehension micro skills of participants, demonstrating that the use of pedagogical translation shortens the process of developing reading comprehension in TEFL students.

Therefore, the explanation why the experimental group had an improvement in their reading comprehension is that *as participants had a higher proportion of use of contextualized translation, participants had the same proportion of contextualized reading.*

Based on this explanation we establish that **the higher proportion of contextualized translation is used, the higher proportion of contextualized reading is improved.**

Furthermore, questioners showed that the use of pedagogical translation helped them mostly because translation was presented in an idiomatic way, being a motivating tool for them.

Taking into consideration, on one hand, there is a clear relation between the form, the content and the context in order to understand a text. On the other hand, the reader has to deal with these elements when he or she is reading and had to interact with the text by using the direct and indirect strategies and by using his or her previous knowledge. With these basis, we purposed to select one specific type of text to be advisable to work with, when using pedagogical translation once we applied questioners after the experiment to participants of the experimental group.

We conclude, that participants preferred using pedagogical translation with informative texts because they thought that these texts had more registers, more vocabulary and more information.

This study showed that informative texts that pedagogical translation is more advisable to used when performing reading comprehension tasks in EFL classes which are.

Summing up, this study showed that the pedagogical translation is more advisable in informative texts, for having an outstanding reading comprehension as a task in EFL classes.

The final objective of this study was: *to prescribe the process that the task should follow in order to use pedagogical translation in TEFL classes according to the obtained results in the study.*

Therefore:

The use of pedagogical translation should be used following the next steps when the TEFL teacher perceives that students have problem with an ambiguous and difficult text especially if it is an informative text. (Even though, pedagogical translation would also be used in the other type of texts).

- a) First reading comprehension of the text.
- b) Understanding the text to be translated in order to find:
 - ✓ Original authorintention.
 - ✓ Text culture and norms.
 - ✓ Text communicativefunctions.
 - ✓ Textual information of the pieces of work which involves accuracy in reading and multiculturalality.
- c) Decide whether to exoticise or to carry out a cultural transplantation of a text.
- d) Decoding the text according the signs and previous knowledge of world.
- e) Encoding the text bearing in mind the text culture of target language and society.
- f) Checking whether the intention of the original message had been transmitted into the target language.

Permit that TEFL students can use the language that they preferred or feel more comfortable (L1 or L2) because the work on pedagogical translation is performed in order to developed TEFL students' reading comprehension, not their L2 oral expression.

5.2 RECOMMENDATIONS

Considering the data exposed above, we recommend that pedagogical translation as a task should be used in TEFL by teachers during their classes when they realized that their students have problems when reading informative texts. The Teacher must be careful in three aspects when applying this strategy.

- ✓ First, when the teacher is using this strategy, it is recommendable not to overuse it, because instead of helping students, it can be harmful for them.
- ✓ Second, the teacher must be really interactive with students, because if teachers do not interact with students they can feel bored.
- ✓ Third the teacher must be open mind with the style and creativity of translation that every student has, remembering that this strategy postulates the use of an idiomatic translation. The teacher only has to guide students with possible deviations that may appear in the translating process.

On one hand, the use of translation as a task in TEFL had good results and this use was useful when participants were working on informative texts that were considered complex and difficult. On the other hand, we consider based on the results and evidence of this study to use translation as a task would show superior results if it is applied in ESP (English For Specific Purposes) field. Because, ” *ESP its self is not a methodology and ESP courses and materials provide examples of almost every possible methodology and technique. ESP is free in its design.* ” (Cariaga Alvarez de, 2008, p. 17) Therefore, when the ESP teacher wants to design an ESP course and needs to focus it to the developing on reading comprehension, the use of pedagogical translation as a task can be an excellent strategy.

Additionally, we consider that there must be more researching in the use of translation in reading comprehension regarding other text typologies. Also it is important to research

the effect of translation on other skills not only in reading comprehension but in speaking, writing and listening. There also must be more investigation about the inclusion of translation in language teaching.

Finally, we recommend to assess this study in order to develop a new future approach for supporting a new method, which pedagogical translation will be used in.

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APPENDIXES

Appendix 1

THE PRE TEST AND THE POST TEXT

DIRECTION: Read the following TEXT.

TEXT 1

Co- workers discover that they're sisters

2 women worked together for 3 years before finding out

DAVENPORT, Iowa – Co- workers for three years, Joie Giese and Merrilee Woeber discovered that they share much more than a workplace, they are sisters separated by adoption 50 years ago.

“We’re still shocked we’re still totally numb from it,” Giese said Monday.

The two made the connection in May When a Group of people at their workplace were discussing their origins. Someone suggested that Giese was Italian because of her olive skin.

“Not me. I was a Dunn,” Giese replied. “I must be Irish.”

Woeber, 50, responded that she was a Dunn as well and Joked, “Maybe we’re cousins.” They laughed until Giese, who had been adopted, told Woeber that her birth mother’s name.

Their mother died in 1962, and Woeber’s father died in 1974. Giese’s father is listed as unknown on her adoption papers.

Records show that Woeber’s father, Chester Anderson, was away in the military when Giese was born 15 months later in 1947, the year Anderson and Lenore Dunn were married.

Giese learned her birth mother’s name when she was given her adoption papers by her mother.

“She gave it to me when I was 18 in case I was ever interested in looking her up, but I never was.”

DIRECTION: *After reading the above text, circle the correct option.*

Reading comprehension

1. Giese and Woeber found out that they were sisters because:
 - a. They had the same name
 - b. Their mothers had the same name
 - c. Their mothers name was not the same
 - d. They are cousins
2. Which statement is true?
 - a. Giese is older than Woeber.
 - b. Woeber is older than Giese.
 - c. Both of them have the same age
 - d. They have a brother that is older than them.
3. Which statement is true?
 - a. Both Giese and Woeber had been adopted.
 - b. Woeber had been adopted
 - c. Giese had been adopted
 - d. Their mother has been adopted
4. Chester Anderson was _____
 - a. Giese's adoptive father
 - b. Giese's father
 - c. Woeber's father
 - d. Woeber's teacher

Main Idea

5. Which of the statements is the main idea?
 - a. Joie Giese and Merrilee Woeber discovered that they are siblings, separated by adoption.
 - b. Joie Giese and Merrilee Woeber discovered that they are sisters, separated by adoption.
 - c. Joie Giese and Merrilee Woeber discovered that they are sisters.
 - d. Joie Giese and Merrilee Woeber discovered that they have the same parents.

Inference

6. In the expression "*We're still shocked we're still totally numb from it,*" what is the meaning that it carries?
 - a. I'm totally desperate because of that.
 - b. Giese and Woeber can't figure out the fact that they are sisters.
 - c. Giese and Woeber can figure out the fact that they are sisters.
 - d. I'm not totally desperate because of that.

7. In the expression “*She gave it to me when I was 18 in case I was ever interested in looking her up, but I never was.*” what is the meaning that it carries?
- Anyway, I had the documents for looking up my mother but I didn’t have that necessity so I didn’t do it.
 - Nevertheless, I did have the documents for looking up my mother but I didn’t have that necessity so I didn’t do it.
 - Anyway, I didn’t have the documents for looking up my mother .
 - I had the documents for looking up my mother

DIRECTION: Read the following TEXT.

TEXT 2

Journey by Night

Undine Giuseppi

He stood alone, leaning against a post, and shifting his weight from other foot to the other. It was late, and the taxi-stand was empty. The street was silent. He looked up and down, hoping that some vehicle would come in sight, for he wanted to get home. But none came.

The silence began to pall. He started to whistle, but there was no mirth in it, and he soon stopped. Midnight, ten miles away from home! What was he to do? To begin to walk that distance was out of question.

A dark cloud passed across the sky, hiding the few pale stars that had been there. The noise of a falling dust-bin reached his ear. Some dogs must have been scattering its contents.

Instinctively his hand felt for his wallet. Yes, it was still there. If only he had a stick! But he had nothing with which he might protect himself. He began to walk up and down, up and down.

What was that in the distance? At least two headlights were drawing near. He stepped into the middle of the street and held up his hand, and the car stopped.

‘Taxi?’ he asked. ‘Valencia?’

Get I, said the driver, opening the door.

He sat beside the driver, glad to be on his way home at least. He had felt so lonely while he had been waiting. If only someone would say something! In the semidarkness of the car to look at the other passengers, but no one else was there.

The driver said nothing to him as the car sped along. Suppose...

No he mustn't allow himself to think of that. He glanced at the driver, and again his hand went to his wallet. He had heard of passengers being attacked at night and robbed. But surely ... No, that couldn't happen to him.

If only he could see the other man's face clearly! But he had no idea who the driver was. He kept his eye intently on him during the seemingly interminable journey.

Now they were approaching a spot where the road branched off in another direction. There were all, dark bushes around. The car slowed down, and the driver took something short and black from the side-pocket of the car. It looked like an iron tool. Would the driver attack him with that?

'Stop!' he heard himself screaming, and his heart beat so fast with fear that he could hardly breathe.

'Put me down here,' he cried out.

Still with his eyes on the driver, he quickly stepped from the car as it came to a standstill. He fumbled in his wallet for his fare, but the taxi was no longer there.

'No night passengers for me again,' exclaimed the driver, as with a sigh of relief he hurriedly moved off. And his hand tenderly caressed the heavy spanner with which he had meant to defend himself had queer passenger attacked him.

DIRECTION: *After reading the above text, circle the correct option.*

Reading comprehension

8. The problem of this story is_____
 - a. There is a man who wants to come back home but he cannot.
 - b. There is a woman who wants to come back home but she cannot.
 - c. There is a man who wants to come back home but he cannot, because there is no transportation.
 - d. There is a man who doesn't want to come back home

9. The situation or context of the story is_____
 - a. A happy man trying to get back home, in an empty street.
 - b. A scared man trying to get back home, in an empty street because in that area criminals assault lonely passengers or lonely car drivers.
 - c. A scared man trying to get back home, in an empty street because in that area criminals assault lonely people.
 - d. A scared man trying to get back to work, in a empty street because in that area criminals assaults lonely people or lonely car drivers.

10. Finally the taxi driver _____
- Was a criminal that is why he wanted to protect himself.
 - Was another scared man that is why he wanted to protect himself.
 - Thought the same that the man, that is why he wanted to protect himself.
 - Goes home.

Main Idea

11. Which of the statements is the main idea?
- We think that the other person whom we interact can feel the same things that we are feeling, such as fear, happiness, etc.
 - Sometimes, we feel that we are the only people that exist in the world.
 - Sometimes, we feel that we are the only people that exist in the world. We do not think that the other person whom we interact can feel the same things that we are feeling, such as fear, happiness, etc.
 - When we interact, we can feel the same things that we are feeling, such as fear, happiness, etc.

Inference

12. In the expression '*Put me down here,*' what is the meaning that it carries?
- I can't stand with this.
 - Let me get off from the car, I prefer walking.
 - Let me get off from the car, I prefer walking tonight that to be robbed in here.
 - Let me get off from the car.
13. In the expression '*No night passengers for me again,*' what is the meaning that it carries?
- At night, passengers are dangerous, it is better to work, in the day.
 - At night, passengers are not dangerous, it is better to work, in the day.
 - At night, passengers are dangerous, but it is worse to work, in the day.
 - At night, passengers are dangerous.

DIRECTION: Read the following TEXT.

TEXT 3



DIRECTION: After reading the above text, circle the correct option.

Reading comprehension

14. The problem of this story is:
- a. The boy had a problem at school, the boy killed the problem
 - b. The boy had a problem at school and he solves it.
 - c. The boy had a problem at school, the problem was a person, and the boy killed this person.
 - d. The boy had a problem at school
15. The situation or context of the story is:
- a. A boy who had a problem at school, the problem was a person, so the boy killed the person. The boy used his dad's gun for performing it. His father is shocked about his son's fact.
 - b. A boy who had a problem at school, the problem was a person, so the boy didn't kill the person.

- c. The boy used his dad's gun for performing a crime.
- d. The father is shocked about his son's because he is a criminal.

Main Idea

16. Which of the statements is the main idea?
- a. Sometimes parents do not have the time for controlling their children facts.
 - b. Sometimes parents have the time for controlling their children facts.
 - c. Parents have the time for teaching their children to solve their problems.
 - d. Children nowadays are independent

Inference

17. Circle the answer that is true
- a. The boy's father likes guns.
 - b. The boy's father is not a responsible parent.
 - c. The boy's father is a responsible parent.
 - d. The boy's father likes responsible parents.
18. The boy _____
- a. Must have a really big problem to chose that solution.
 - b. Must have a problem to chose that solution.
 - c. Must not have a really big problem to chose that solution.
 - d. Must have a really big problem .
19. Probably his father's occupation is _____
- a. A doctor
 - b. A policeofficer
 - c. A gunseller
 - d. A journalist

Appendix 2
ANSWER SHEET
PRE- TEST AND POST TEST

TEXT1

12. C

Reading comprehension

- 1. B**
- 2. B**
- 3. C**
- 4. C**

13. A

Main Idea

- 5. B**

TEXT 3

Reading comprehension

14. C

15. A or C

Inference

- 6. B**

Main Idea

16. A, D

- 7. B**

Inference

- 17. B**
- 18. A**
- 19. B or C**

TEXT 2

Reading comprehension

- 8. C**
- 9. B**

10. C

Main Idea

- 11. C**

Inference

Appendix 3

SCORING OF PRE AND POST TESTS

CORRECT ASWERS	SCORE
19	100
18	94
17	90
16	84
15	79
14	74
13	68
12	63
11	58
10	53
9	47
8	42
7	37
6	32
5	26
4	21
3	15
2	10
1	5
0	0

Appendix 4
PRE QUESTIONER
CUESTIONARIO

INSTRUCCIÓN

Seleccione la respuesta que crea correcta de acuerdo a la afirmación de cada inciso

1. Cuando escucho a alguien hablar en inglés, intento traducir lo que me dijo para entender.
A. Sí B. a veces C. No
2. Cuando leo un texto en inglés, captó las ideas directamente en inglés.
A. Sí B. a veces C. No
3. Cuando leo un texto en inglés, tengo que traducir las ideas para entender.
A. Sí B. a veces C. No
4. Cuando comparo el inglés con las lenguas que conozco, me es, más fácil, entender la lengua que estoy aprendiendo.
A. Sí B. a veces C. No
5. Utilizo diccionarios monolingües, más que los bilingües.
A. Sí B. a veces C. No
6. Cuando hablo con alguien en inglés, primero, tengo que traducir lo que quiero decir.
A. Sí B. a veces C. No
7. Si estoy leyendo un texto en inglés y no entiendo alguna palabra, prefiero que me lo expliquen en inglés a una traducción.
A. Sí B. a veces C. No

Appendix 5
POST QUESTIONER
(Likert questioner)

CUESTIONARIO

INSTRUCCIÓN

Seleccione la respuesta que crea correcta de acuerdo a la afirmación de cada inciso

1. La traducción crea un puente entre mi lengua materna y el inglés
 - a) totalmente de acuerdo
 - b) de acuerdo
 - c) neutral
 - d) en desacuerdo
 - e) totalmente en desacuerdo

2. ¿por qué?

_____.

3. Siento que mi lectura de comprensión en inglés ha mejorado
 - a) totalmente de acuerdo
 - b) de acuerdo
 - c) neutral
 - d) en desacuerdo
 - e) totalmente en desacuerdo

4. ¿por qué?

_____.

5. El uso de la traducción me hace sentir más seguro al momento de leer
 - a) totalmente de acuerdo
 - b) de acuerdo
 - c) neutral
 - d) en desacuerdo
 - e) totalmente en desacuerdo

6. ¿por qué?

_____.

7. Es más útil para mi, usar la traducción en los textos de tipo
 - a) Informativo
 - b) Expresivo
 - c) Vocativo

8. ¿por qué?

9. Es bueno usar la traducción en todo momento

- a) totalmente de acuerdo
- b) de acuerdo
- c) neutral
- d) en desacuerdo
- e) totalmente en desacuerdo

10. ¿por qué?

11. la traducción es buena cuando tengo textos ambiguos y complejos

- a) totalmente de acuerdo
- b) de acuerdo
- c) neutral
- d) en desacuerdo
- e) totalmente en desacuerdo

12. ¿por qué?

Appendix 6

MATERIAL USED IN THE SESSIONS OF THE EXPERIMENT IN THE CONTROL AND THE EXPERIMENTAL GROUP

TEXT1

Getting children to do what you want, hints from busy parents

- a. “A friend of mine makes her two boys sit on the floor closely facing each other with their legs crossed. They have to sit there until they apologize and make up. Itreallyworks.” *Cynthia Baird, Fremont, California.*
- b. “An effective way of getting a child’s attention is to whisper. If the situation is getting out of control, go over, put your hand on the child’s shoulder, and speak very softly. The child will stop to listen.” *Dawn M. Dempsey, Toledo, Ohio*
- c. “Ask your child to kindly scream louder because she or he is not doing a very good job. Usually the child will stop to think about what you have said.” *Tina Sheffield, Hamden, Connecticut*
- d. “The key to getting my two-year-old to cooperate with me is to ask in a positive way. I try to focus on what we will do after the dislike task is completed. For example, I’ll say ‘let’s go brush our teeth so we can read a book together,’ or ‘let’s wash our hands so we can eat.’ “ *Wanda Nevin, Walnut California*
- e. “I let each child use the swimming while the other one and I count to twenty or one hundred. This also helps them to learn to count! ” *Sherry Niger, Bountiful, Utah*
- f. “Give your child an ice cube to suck on. This will temporarily numb her tongue and make the medicine easier to swallow ” *Jill Nelson-Johnson, Urbandale, Iowa*
- g. “I made a colorful certificate which read ‘thank you for cleaning your room. This certificate can be redeemed for a special reward from Dad.’ My daughter loved it and has since received more certificates – not every time she cleans her room, but often enough to encourage her to keep her toys picked up.” *Tom McMahon*

WRITE THE MAIN IDEA OF THE TEXT USING YOUR OWN WORDS

WRITE THE PROBLEM THAT THE TEXT IS TRANSMITING

WRITE THE SITUATION THAT THE TEXT IS TRANSMITING

WRITE THE SOLUTION THAT THE TEXT IS TRANSMITING

TEXT2

"Blaze Of Glory"

I wake up in the morning
 And I raise my weary head
 I've got an old coat for a pillow
 And the earth was last night's bed
 I don't know where I'm going
 Only God knows where I've been
 I'm a devil on the run
 A six gun lover
 A candle in the wind
 When you're brought into this world
 They say you're born in sin
 Well at least they gave me something
 I didn't have to steal or have to win
 Well, they tell me that I'm wanted
 Yeah, I'm a wanted man
 I'm a colt through your stable
 I'm what Cain was to Abel
 Mister catch me if you can
 I'm going down in a blaze of glory
 Take me now but know the truth
 I'm going out in a blaze of glory
 And Lord, I never drew first but I drew first blood
 I'm no one's son, call me young gun
 You ask about my conscience
 And I offer you my soul
 You ask if I'll grow to be a wise man
 Well I ask if I'll grow old
 You ask me if I've known love
 And what it's like to sing songs in the rain
 Well I've seen love come, I've seen it shot down
 I've seen it die in vain
 Shot down in a blaze of glory
 Take me now but know the truth
 'Cause I'm going down in a blaze of glory
 Lord, I never drew first but I drew first blood
 I'm the devil's son, call me young gun
 Each night I go to bed
 I pray the Lord my soul to keep
 No I ain't looking for forgiveness
 But before I'm six foot deep
 Lord, I gotta ask a favor
 And I hope you'll understand
 'Cause I've lived life to the fullest let this boy's die like a man Staring down a bullet

HOW CAN YOU INTERPRET THIS TEXT IN YOUR OWN WORDS?

TEXT3

Look at the following advertisements and find its intention and to which of culture it belongs.

Are you tired of work?

Do you need to get away?

HOW ABOUT A TRIP TO HAWAII?

BUDGET AIRLINES HAS FLIGHTS FOR ONLY \$ 159 ROUND- TRIP.

Just \$159 from San Francisco to Honolulu!!! With these prices, why wait?

Call 1-800- B-U-T-G-E-T-A to reserve your seat

It's dinnertime and the kids have soccer practice.

DON'T WORRY !!!

CALYTON'S DINNERS

ARE READY IN 15 MINUTES

Justa put them in the microwave, and they're ready to eat. Your family will love. Clayton's Dinner because they're delicious .you'll love them because they're healthy and fast.

Then answer the following questions:

What is the intention of the advertisement 2?

Who is the advertisement 2 directed to?

What type of vocabulary is the advertisement 2 Using?

TEXT4 LAVENDER

Robert and David were good friends. Late one evening they were driving to a spring social. As they drove along the road. Robert and David both realized that they didn't have dates! So David said to Robert "some good friend you are. What happened to our dates for the evening?" "Oh, I'm sorry. I just couldn't get them to go." "Well, we'll find dates at the dance. There'll be lots of girls there without partners. "

As they drove along the road, the headlights fell on someone walking alone the side of the highway. As they approached the person walking, they could see that it was a young girl dressed in a lavender evening dress. Robert looked at David. David looked at Robert, and they both smiled. They slowed the car down and when they stopped, they said to the young woman "we're in our way to the social" "oh," she said "so, am I" "would you like to ride?" "I would indeed" she said.

She got into the back of the car. Robert and David introduced themselves and she said, "I'm Lavender just like my dress. Just call me Lavender".

As they drove along, they decided that they would be together that night. At the dance, Robert danced with Lavender. David danced with Lavender. And as the evening wore on the spring air turned a little cool. And Robert said to Lavender. "Are you cold? Would you like my coat?"

"Oh yes" she said "I'm just a bit chilled" and Robert said, "I think it's raining outside. Could we drive you home?" "Oh yes" she said, "thank you. I didn't want to walk on the highway alone tonight."

And they started down the highway; Lavender explained that both her mom and her dad were just a little exctric. And it would be very difficult to explain how she had come home with two strange men. So it would be easier to stop at the edge of the driveway and she could walk to the house without any explanation to her parents. And Robert and David understood. And as they stopped at the edge of the highway, Lavender got out blew them a kiss from the tip of her fingers, and walked down the driveway and through the trees toward the house. And then they realized that she still had the coat!

David said, "Tomorrow. We'll get it back tomorrow. That will be the excuse we use to come and visit."

Early, the next morning, David and Robert were on the highway, driving toward the house. But as they drove up and down the highway, they couldn't seem to find the driveway.

"It was here!" "...No it was over there" ... "it was here" said Robert, "but look , it is all grown up. There're weed, and grass, and rocks. It wasn't grown up last night! But this is the driveway... you see, there's a house between the trees."

So they stopped the car and got out, and David walked along the driveway. And as they cleared the trees, they could see the house. And Robert said to David, "are you sure that we're in the right place? Look at this house. Look at the windows, they are all broken! And look how the door hangs from the hinges! This couldn't be the place! " they walked to back of the house. And there in a little picked fence, was a little family cemetery with five, six, seven, gravestones. And hanging on one of the gravestones, a middle-sized gravestone was the coat. And as they lifted the coat from the stone they both cried. " Aaaahhhh!!!"

After reading the above text, circle the correct option.

Main Idea

1. Which of the statements is the main idea?
 - a. Lavender was a spirit who likes to walk on the highway near to the cemetery placed in her house, perhaps, she died alone ,so that, she needs to be with people. The night that is narrated in the text , in fact, describes what Lavender does when she got company. But, this time, she was discovered by Robert and David, perhaps, because she wants it to happen.
 - b. Lavender was person who likes to walk on the highway near to the cemetery placed in her house, perhaps, she feels alone, so that, she needs to be with people. The night that is narrated in the text is, in fact, describes what Lavender does, when she got company. But, this time she was discovered by Robert and David, perhaps, because she wants it happens.
 - c. Lavender was a spirit who likes to walk on the highway near to the cemetery placed in her house, perhaps, she died alone ,so that, she needs to be with people.

Inference

2. What is the meaning of the expression “we’ll find dates at the dance”
 - a. They are going to dance.
 - b. They are alone but they will get partners in the dance.
 - c. They like to dance, but they don’t have partners.
 - d. They like dating, and dancing.
3. What is the meaning of the expression “we’re in our way to the social”
 - a. They are going to a party.
 - b. They are going to socializing.
 - c. They aren’t going to a party.
 - d. They are part of a society.
4. What is the meaning of the expression “I’m just a bit chilled”
 - a. Theweatheriswarm.
 - b. Theweatherisnice.
 - c. Theweatheriscold.
 - d. Shelikestheweather.
5. Lavender’s family was compounded by :
 - a. Fourintegrants
 - b. Sevenintegrants
 - c. oneintegrants
 - d. Threeintegrants
6. Lavender is a ghost, because:
 - a. Robert’s coat was found on the gravestone.
 - b. Robert’s coat was not on the gravestone.
 - c. A coat was found on the gravestone.
 - d. Robert’s found a gravestone with her name.

TEXT 5

NOTICE

TO ALL MERCHANT MARINE PERSONNEL ABOARD

--O--

The writing of personal diaries, or of any narrative or communication chronicling the movements of this or of any other vessel is **PROHIBITED AS A BREACH OF SECURITY** for the reason that in the event of an attack in which the enemy boarder your ship, information available in such diaries or letters might endanger other ships or convoys. Moreover, such material might fall into the hands of persons aboard or shore who would disclose or misuse it. For similar reasons it is likewise not permissible for any of the ship's personnel to carry **LETTERS OR PAPERS FOR OTHER PERSONS** to be mailed either in this country or abroad. All such matter found in possession of ship's personnel upon arrival in the United States will be detained and may be seized by U.S. customs and the possessor's name referred to interested **NAVAL AUTHORITIES**. The persons involved, moreover, may be subject to the

After reading the above text, circle the correct option.

1. What is prohibiting the text?
 - a. To write text chronicling the movements
 - b. To write books or narrative text chronicling the movements
 - c. To write any diary or narrative text chronicling the movements
 - d. Not to write any diary or narrative text chronicling the movements

2. The prohibition is because?
 - a. The enemy can know the strategies of the vessel.
 - b. In an attack, the enemy can know the strategies of the vessel.
 - c. The enemy can know the position of the vessel.
 - d. The enemy can write about the strategies of the vessel.

3. Letters are:
 - a. Permitted.
 - b. Not permitted.
 - c. A bit permitted.
 - d. Used to write.

4. The penalty for breaking this code will be:
 - a. To be arrested.
 - b. To be expelled from the USA.
 - c. Not to be referred to interested naval authorities.
 - d. To be referred to interested naval authorities.

Main Idea

5. Which of the statements is the main idea?
 - a. Not to write any narrative text that chronicles the movement of the vessel or to any other ship
 - b. Not to write any narrative text that chronicles the movement of the vessel or to any other ship, if you break this code you will be put in Naval Authorities hands and be judged .
 - c. Not to write any narrative text that chronicles the movement of the vessel or to any other ship, if you break this code you will be put in Naval Authorities hands and be judged under the charge of Trading with the enemy act

Inference

6. Who is directed the text to?
 - a. To the naval soldiers
 - b. To people of USA
 - c. To merchants that go in the ship.
 - d. To merchants marine personal aboard that go in the ship.
7. What is the situation of the text?
 - a. There is a market event.
 - b. There merchants in the ship.
 - c. There is a war.
 - d. There is a war situation.
8. The ship belongs to:
 - a. UK Naval Army
 - b. USA Naval Army
 - c. USA Army
 - d. USA
9. The ship is going to:
 - a. USA
 - b. UK
 - c. Canada
 - d. France

TEXT6

He's missed only one day of work at MTA in 63 years

For the past four years, Los Angeles County Metropolitan Transportation Authority (MTA) has thrown a birthday party to honor its oldest employee. This year, Arthur Winston turned 91 on March 22, and again the MTA celebrated.

Winston is a service attendant supervisor who has been working for the MTA for 63 consecutive years. He has missed only one day in that time, which was when his wife of 65 years died.

Winston enjoys his job at MTA and views it as a partnership, "I think this is a great place to work," he said. "I don't think I could find a better job anywhere. The people here are beautiful and try to give them a good day's work."

Winston is not one to complain about hard work and, in fact, enjoys the physical labor. "the work is not hard," he said. "I supervise eight people and we take care of cleaning and fueling the buses."

According to A.J. Taylor, division service operations director, his employees benefit from Winston's work ethic. "His employees have a lot of respect for him," said Taylor. "He's a good role model because they have to keep up work him."

Winston takes six weeks of vacation every year and has traveled extensively. He doesn't go to the doctor because, he said, "I feel good. I don't have a doctor. I'm in a good shape and I'd hate to go because they might tell me something's

After reading the above text, circle the correct option.

10. Who has been given a party per year?
 - e. Arthur Winston
 - f. Arthur Winston and the MTA
 - g. Los Angeles County Metropolitan Transportation Authority
 - h. Arthur Winston's mother
11. Why Mr. Winston missed once at work?
 - e. He had an accident.
 - f. He had vacations.
 - g. His wife had a party.
 - h. His wife died.
12. How old is Mr. Winston?
 - e. 81 years old
 - f. 91 years old
 - g. 63 years old
 - h. 22 years old

13. Why his employees benefit from Winston?
- Because his experience
 - Because his ethic
 - Because his perseverance
 - Because his loyalty
14. He doesn't go to the doctor because
- He feels fine; he hates doctors because they would tell him that there will be something wrong.
 - He does not feel fine, he loves doctors because they would tell him that there's something wrong.
 - He feels fine, he don't like doctors because they would tell him that there's something wrong.
 - He feels fine, he hates how doctors tell people that there's something wrong.
15. Ms. Winston will retire this year
- Yes, he will.
 - No, he will not. He will retire next year.
 - He did not decide yet.
 - He has already retired.
16. In his free time he likes
- Playing soccer
 - Fixing busses
 - Dating
 - Meeting friends

Main Idea

17. Which of the statements is the main idea?
- Arthur Winston is the oldest employee, he's an excellent worker, and is celebrated by the MTA, which has been celebrating to its oldest employees for the past four years.
 - Arthur Winston is the oldest employee who only missed to work once in 63 years, he's an excellent worker, and is celebrated by the MTA, which has been celebrating to its oldest employees for the past four years.
 - Arthur Winston is the oldest employee who only missed to work once in 63 years, he's an excellent worker.

Appendix 7

LESSON PLANS FOR THE CONTROL GROUP

LESSON PLAN

TEACHER: José LuísTerán Sánchez

FUNTIONAL OBJECTIVE

LEVEL 4th level

DATE

November 9th, 2010

To practice the use of key words for understanding texts

TIME 90 minutes

LINGUISTIC OBJECTIVE

To understand the use of the modal should in a text

PERSONAL OBJECTIVE

ANTICIPATED PROBLEMS

To be clear when giving instructions

timing wouldn't be enough, be brief when doing activities

Phase	FOCUS						Timing	GRUPING					Stage	Material
	Listening	Speaking	Reading	Writing	grammar	vocabulary		Source	T-class	Individual	pairs	groups		
	X	X	X		X	X	15	X					Ask : how can you control children?	
PRE-TASK														
			X		X	X	15			X			Make Ss to read the text	photocopies
							15						"Getting children to do what you want, hints	
TASK	X	X	X		X	X	20	X					Make Ss to comment about the text.	
													Make Ss to comment about which of	
													the advices in the text they think is	
													the most useful.	
	X	X	X		X	X	5			X			Clarify questions.	
POST-TASK			X		X	X	20			X			Make Ss to perform the post reading	photocopies
													activity that comes with the material.	
TOTAL														
TIMING							90							

COMMENTS:

If any of the tasks would not be completed, continue the next session

LESSON PLAN

TEACHER: José Luís Terán Sánchez

LEVEL 4th level **DATE**

FUNTIONAL OBJECTIVE

November 11th, 2010

To practice the use of key words for expanding the text meaning

LINGUISTIC OBJECTIVE

TIME 90 minutes

To understand the difference between simple past and present perfect

PERSONAL OBJECTIVE

ANTICIPATED PROBLEMS

To be clear when giving instructions

timing wouldn't be enough, be brief when doing activities

Phase	FOCUS						GRUPING					Stage	Material	
	Listening	Speaking	Reading	Writing	grammar	vocabulary	Timing	Source	T-class	Individual	pairs			groups
	X	X	X		X	X	10		X				Ask: 1.what do you know about people who live on streets?	
PRE-TASK	X	X	X		X	X	10		X				2. How do you think they feel?	
			X		X	X	15			X			Make Ss to read the text. "Blaze Of Glory"	photocopies
	X	X	X		X	X	15		X			3	Make Ss to read and interpret the text to the class.	
TASK	X	X	X		X	X	15		X			3	Ask for acceptance or denying in the order to generate discussion between groups	
	X	X	X		X	X	10					3	Ask for conclusions	
POST-TASK			X		X	X	5					3	Clarify questions.	
			x	x	x	x	10			x			Make Ss to perform the post reading activity that comes with the material.	photocopies
TOTAL														
TIMING							90							

COMMENTS:

If any of the tasks would not be completed, continue the next session

LESSON PLAN

TEACHER: José Luís Terán Sánchez

FUNTIONAL OBJECTIVE

LEVEL 4th level

DATE

November 15th, 2010

To practice the use of inference

LINGUISTIC OBJECTIVE

TIME 90 minutes

To understand the use of imperatives

PERSONAL OBJECTIVE

ANTICIPATED PROBLEMS

To be clear when giving instructions

timing wouldn't be enough, be brief when doing activities

Phase	FOCUS						GRUPING					Stage	Material	
	Listening	Speaking	Reading	Writing	grammar	vocabulary	Timing	Source	T-class	Individual	pairs			groups
	X	X	X		X	X	10		X			3	Ask: How do you know what to buy?	
PRE-TASK														
			X		X	X	15					3	Make Ss to read the 1 st add.	photocopies
TASK	X	X	X		X	X	15					3	Make them to answer what is the text to the class.	
	X	X	X		X	X	15					3	Make Ss to create an advertisement	Recycled material
	X	X	X		X	X	15					3	Make Ss to show to the class their Advertisement.	
POST-TASK	X	X	X		X	X	10					3	Clarify questions.	
			X		X	X	10			x		3	Make Ss to perform the post reading activity that comes with the material.	photocopies
TOTAL														
TIMING							90							

COMMENTS:

If any of the tasks would not be completed, continue the next session

LESSON PLAN

TEACHER: José Luís Terán Sánchez

LEVEL 4th level **DATE**

FUNTIONAL OBJECTIVE

November 16th, 2010

To practice inference and interpretation

LINGUISTIC OBJECTIVE

TIME 90 minutes

To understand the usage of simple past and past perfect

PERSONAL OBJECTIVE

ANTICIPATED PROBLEMS

To be clear when giving instructions

timing wouldn't be enough, be brief when doing activities

Phase	FOCUS						GRUPING					Stage	Material		
	Listening	Speaking	Reading	Writing	grammar	vocabulary	Timing	Source	T-class	Individual	pairs			groups	
	X	X	X		X	X	5		X				Ask:		
PRE	X	X	X		X	X	10		X				1. Do you believe in		
													2. Do you know a horror story?		
			X		X	X	15			X			Make Ss to read the text.	photocopies	
TASK	X	X	X		X	X	15		X			3	Make Ss to identify and		
													the characters		
	X	X	X		X	X	15		X				3	Ask Ss why in the story the girl	
													"yes" and went with the boys		
													Social.		
	X	X	X		X	X	10						3	Ask for conclusions	
POST			X		X	X	10						3	Clarify questions.	
			x	x	x	x	10			x				Make Ss to perform the post	photocopies
														activity that comes with the	
TOT															
TIMI							90								

COMMENTS:

If any of the tasks would not be completed, continue the next session

LESSON PLAN

TEACHER: José Luís Terán Sánchez

LEVEL 4th level **DATE**

FUNTIONAL OBJECTIVE

November 17th, 2010

To practice the use of specific terminology

LINGUISTIC OBJECTIVE

TIME 90 minutes

To understand the usage of the modals might and could

PERSONAL OBJECTIVE

ANTICIPATED PROBLEMS

To be clear when giving instructions

timing wouldn't be enough, be brief when doing activities

Phase	FOCUS						GRUPING					Stage	Material	
	Listening	Speaking	Reading	Writing	grammar	vocabulary	Timing	Source	T-class	Individual	pairs			groups
													Ask:	
PRE-TASK	X	X	X		X	X	10		X				1. How do you imagine a war situation?	
			X		X	X	15			X			Make Ss to read the text. NOTICE: TO ALL MERCHANT MARINE PERSONNEL ABOARD	photocopies
TASK	X	X	X		X	X	20		X			3	Make Ss to identify who was the text addressed to.	
	X	X	X		X	X	15		X			3	In which moment of history the text was written?	
	X	X	X		X	X	10					3	Ask for conclusions	
POST-TASK			X		X	X	10					3	Clarify questions.	
			x	x	x	x	10			x			Make Ss to perform the post reading activity that comes with the material.	photocopies
TOTAL														
TIMING							90							

COMMENTS:

If any of the tasks would not be completed, continue the next session

LESSON PLAN

TEACHER: José Luis Terán Sánchez
LEVEL 4th level **DATE**

FUNTIONAL OBJECTIVE

November 18th, 2010

To practice reported speech

LINGUISTIC OBJECTIVE

TIME 90 minutes

To understand the difference between simple past and past perfect

PERSONAL OBJECTIVE

ANTICIPATED PROBLEMS

To be clear when giving instructions

timing wouldn't be enough, be brief when doing activities

Phase	FOCUS						GRUPING					Stage	Material	
	Listening	Speaking	Reading	Writing	grammar	vocabulary	Timing	Source	T-class	Individual	pairs			groups
	X	X	X		X	X	10		X				Ask: 1. How do you see your self in 40 years? 2.	
PRE-TASK														
			X		X	X	15			X			Make Ss to read the text: "He's missed only one day of work at MTA in 63"	photocopies
TASK	X	X	X		X	X	15		X			3	Make students identify ideas of the text	
	X	X	X		X	X	15		X			3	Make Ss create a mind map.	Sheet of
	X	X	X		X	X	10					3	Make Ss reporting their mind maps to	
POST-TASK	X	X	X		X	X	15		X			3	Clarify questions.	
			X	X	X	X	10			X			Make Ss to perform the post reading activity that comes with the material.	photocopies
TOTAL														
TIMING							90							

COMMENTS:

If any of the tasks would not be completed, continue the next session