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CARRERA LINGÜÍSTICA E IDIOMAS



THE INFLUENCE OF PEDAGOGICAL TRANSLATION IN
FOREIGN LANGUAGE
WRITING OF PERSUASIVE ESSAYS

Tesis de grado presentada para la obtención de Grado de Licenciatura

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This thesis is dedicated to my mother Concepcion Chambi Chambi for making me who I am today, and my husband Gregory Wojtowicz and daughter Maya Wojtowicz for supporting me all the way!

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ABSTRACT

This research supports translation in foreign language teaching because the interference tends to be more positive rather than negative. It allows students to practice good writing skills during the translation process. They can make easier connections with their mother tongue allowing for a smooth and more successful composition in the foreign language (Leonardini, 2010). Therefore, the practicality of this research is to show how the use of translation in English as a foreign language classes can help enhance and further improve writing production in students when writing persuasive essays. This research is guided by general and specific objectives, research question, justification, hypothesis, and variables. The approach of the research is mixed method (quali-quantitative). The type of the research is descriptive within a real-case context. The population is students from “Centro de Enseñanza y Traducción de Idiomas” with advanced level of English who are familiar with writing persuasive essays. The evidence came from three sources: written tests of persuasive essays, questionnaires, and qualitative observation. The technique used for the data analysis is pattern matching logic which compares an empirical based pattern- one based on the findings from the case study- with a predicted one made prior to collecting the data. The results show that the hypothesis was partially accurate since it highlighted the positive influence of pedagogical translation as a tool has the most impact on three features of effective writing which are focus, organization, and support and elaboration. It has limited influence on style and convention.

Keywords: pedagogical translation, persuasive essays, mother tongue, and foreign language

CHAPTER I
THE INFLUENCE OF PEDAGOGICAL TRANSLATION IN FOREIGN
LANGUAGE
WRITING OF PERSUASIVE ESSAYS

1.1 INTRODUCTION

Foreign languages have been taught with a variety of methods in different times with different interpretations of how to teach. One of the most controversial approaches to language teaching was the ‘Grammar Translation’ method (Leonardini, 2010). Initially, it was used to teach Greek and Latin, although it was later applied to teach all foreign languages. This method was heavily criticized in favor of other methods that banished the use of translation and supported the use of a more natural and communicative approach. As a result, the Direct Method and other communicative approaches were incorporated. Those new approaches were basically based on the avoidance of the first language (L1) in second language (L2) classes due to the fact that Grammar Translation was considered harmful in learning second or foreign languages (Leonardini, 2010).

Despite the fact that translation has been viewed as one of the main causes of negative language interference from L1 to L2, the interference is a natural event and it should be treated positively to help the acquisition of L2 (Leonardini, 2010). It is impossible and unnatural for students of a foreign language (FL) or L2 not to make use of their mother tongue in thinking, writing, or speaking because it is an innate translation function that is activated when students are facing the process of learning a second language (Leonardini, 2010). That innate translation process can clearly be seen when students are in the writing process of a foreign language. Second-language writers use many of the same writing processes from their first language. The expertise in writing transfers from the first to the second language giving a certain level of language proficiency.

It is clear that first-language writing has influence on second-language writing. Therefore, this study considers it important not to put aside the L1. Instead, it is incorporated through pedagogical translation. According to Leonardini (2010) Pedagogical translation is a teaching tool in foreign language learning that allows the control of L1 interference over L2 acquisition. In other words, “pedagogical translation” is a term used to describe the use of translation in teaching of foreign languages. Moreover, it also can help to improve students’ writing skills due to the fact that each stage of translation which are decoding the source text (ST), transferring linguistic and cultural elements and meaning into the target language (TL) and encoding the text into the new language and context requires good writing skills (Leonardini, 2010). However, it is important that we understand that this research does not attempt to implement Grammar Translation Method or use translations as a method. The goal of this study is to implement translation as a tool in English as a Foreign Language (EFL) class to see the influences in the writing quality of persuasive essays.

In the first chapter, we present pedagogical translation as a teaching tool in foreign language class that allows the control of L1 interference over L2 to improve writing skills. We also state the problem by explaining that the quality of writing in a foreign language is lower than in the first language. This research is guided by general and specific objectives and a research question. The implications of using translation in writing performance in persuasive essays from a pedagogical perspective in EFL are justified and a hypothesis is formulated followed by the operationalization of the variables.

In the second chapter, the foundation of the study is explained. We discuss the history of translation and the changes it has incurred through the years concerning its participation in second languages classes. It also describes the strong relationship between translation and foreign languages. More specifically, it takes into account the

role of Pedagogical translation in writing production, explaining the nature of writing in second language contexts and the important features of an effective writing.

In the third chapter, the methodology used for the research is explained. The approach of the research is mixed method (quali-quantitative). The type of the research is descriptive within a real-case context. The population is students from CETI “Centro de Enseñanza y Traducción de Idiomas” with advanced level of English who are familiar with writing persuasive essays. This enables the analysis of the application of pedagogical translation in the writing of persuasive essays.

In the fourth chapter, we present the data collected. Due to the fact that this is case study research, the evidence came from three sources from different points of view in order to understand the influence of pedagogical translation when writing persuasive essays. The sources are: written tests of persuasive essays, questionnaires, and qualitative observation. We also show the results of the piloting that was arranged for testing the analysis techniques.

In the fifth chapter, we present the analysis of the data. The technique used for the data analysis is pattern matching logic. This method compares an empirical based pattern- one based on the findings from the case study- with a predicted one made prior to collecting the data (Yin, 2014). The results show that the hypothesis was partially accurate since it highlighted the positive influence of pedagogical translation but not across all aspects of essay composition.

Finally in chapter six, we conclude that Pedagogical translation as a tool has the most impact on three features of effective writing which are focus, organization, and support and elaboration. Pedagogical translation has limited influence on style and convention.

1.2 PROBLEM STATEMENT

The ability to write effectively is becoming increasingly important in our global community. Transportation and technology allows people from all around the world to interact with each other and proves that communication across languages has become more and more essential. Consequently, the ability to write in a second language and foreign language has also become widely recognized as an important skill for educational reasons (Cushing Weigle, 2011). However, the importance of the writing skills in second languages brought consequences in the proficiency due to the fact that second-language writing tends to be more constrained, more difficult, and less effective than writing in the first language. Second-language writers plan less, revise the content less, and write less fluently and accurately than in first-language writing. As a result, the quality of second-language writings tends to be lower than in first-language writings (Krapels, 1990, cited in Cushing Weigle, 2011). Moreover, the text interpretation and the text generation might be more difficult for second-language writers because of limited language proficiency (Hayes, 1996, cited in Cushing Weigle, 2011).

In terms of affective variables, foreign-language writers face writing anxiety or writing apprehension. This usually occurs when time is involved because they are unable to write as fluently and quickly as the native speakers (Daly and Miller, 1975 cited in Cushing Weigle, 2011, p. 36). The quality of writing in a foreign language is lower than in the first language. This research considers the significance of incorporating translation as a tool when writing in order to accomplish better writing skills in English as a second language. Enhanced quality of writing can be achieved by implementing pedagogical translation into second language classes.

According to Leonardini (2010) if translation takes place, students can easily make connections with their knowledge in L1 because both writing and translation search for better quality of composition that implies focus, organization, support and elaboration, style and conventions. Making the incorporation of translation as a way to

enhance writing skills is justified. Thus, this research was guided by the following objectives and research question:

1.3 OBJECTIVES

1.3.1 General objective.

- To examine the influence in the quality of writing with regards to focus, organization, support and elaboration, style and conventions when pedagogical translation is used as a tool to write persuasive essays by English Foreign language students, level 6.3 (advanced English) from ‘Centro de Enseñanza y Traducción de Idiomas’ CETI.

1.3.2 Specific objectives.

- To make students from CETI level 6.3 write persuasive essays directly in English.
- To make students from CETI level 6.3 write persuasive essays with the use of pedagogical translation (first in Spanish and then translate into English).
- To compare the quality of both writing processes: one directly in English and the other with the use of pedagogical translation.
- To ask both groups of participants about their experiences and opinions when writing persuasive essays for both writing processes: writing directly in English and writing in Spanish first then translating into English.
- To observe important information about both writing directly in English and writing in Spanish first and translating into English when participants are in the process of writing their compositions.

1.4 RESEARCH QUESTION

Q1. How is the quality of composition with regards to focus, organization, support and elaboration, style and conventions influenced by the use of pedagogical translation as a tool when writing persuasive essays by English

Foreign language students, level 6.3 (advanced English) from 'Centro de Enseñanza y Traducción de Idiomas' CETI?

1.5 JUSTIFICATION

The following research explained the implications of using translation in writing performance in persuasive essays from a pedagogical perspective in EFL.

It is clear that language acquisition has been present many years drawing on several theories, which includes the traditional 'Grammar-Translation' method that favored the use of translation in the FL or L2 classroom in the 1880s. However, this method was seriously criticized in favor of other methods causing its banishing. Therefore, Translation was seen as unsuitable in foreign or second language learning context (Lado, 1964; Beardmore, 1982; Faerch and Kasper, 1983; Brown, 2002 cited in Leonardini, 2010).

Although translation had been banned from FL classes, the revival of translation in language teaching resumed when translation was no longer seen as a harmful tool in language learning. On the contrary, its interference tends to be more positive because it enriches rather than harms learners' competence and performance (Malmkjaer, 1998, cited in Leonardini, 2010). Moreover, there are studies that support the translation rehabilitation because it is considered valid in many countries education systems. Therefore, even though, the use of translation in language classes might have some limitations, the benefits should be taken into consideration.

Furthermore, translation is an innate and naturally occurring activity making impossible to learn a foreign language without even mentally comparing it to the mother tongue, especially at the beginning stages (Macaro, 2003, cited in Leonardini, 2010). Unfortunately, translation has been viewed simply as a mechanic activity. In actuality, it is more complex because it involves series of activities that include speaking, listening, reading, and writing (Leonardini, 2010). Consequently, when translation is employed for pedagogical purposes it is referred as 'pedagogical translation'. It is a term used to describe the use of translation in teaching of foreign or second languages (Leonardini,

2010). Translators require good writing skills. If translation takes place in second language classes, students can make easier connections with their L1 allowing a smooth and more successful composition in L2 because through translation students have clarified meaning and selected the choice of words.

Therefore, the practicality of this research is to show how the use of translation in EFL classes can help enhance and further improve writing production in students when writing persuasive essays. The use of pedagogical translation as a tool can be systematically implemented by any FL teacher not only in persuasive essays but also to any foreign-language or second language writing production. When translation is carried out from the students' mother tongue into a foreign or second language, it can be equated with any composition writing task commonly taught in any language course.

Regarding its methodology, this study used the mixed method approach (Quali-quantitative) and case-study design to understand the influence of pedagogical translation as a tool when writing persuasive essays. The research relies on multiple sources of evidence to triangulate the results. It is guided by the hypothesis made before collecting the data which was confirmed after the data collection. Moreover, the research was done in real situations that validates that it can be performed in an educational environment. The methodology can be used as a guide for future case study researches. Additionally, the theory of this research provides not only bilingual teachers with an objective set of criteria for assessing writing but also provides students of Bolivian schools a framework that would help enhance the quality of their writing by implementing the features of effective writings (focus, organization, support and elaboration, style and conventions).

1.6 HYPOTHESIS

Hypotheses are predictions or tentative explanations about the possible relationship between two or more variables of the phenomenon that are being investigated formulated as propositions. This prediction or tentative explanation often comes from prior literature and studies on the topic that suggests a potential outcome

that the researcher may expect (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

Due to the nature of this research, it is important to mention that a case study encourages the development of greater clarity so that the findings can be translated from one case context to another. Case studies are useful for testing the scope of hypotheses whether they are a single case or multiple case design (VanWynsberghe, 2007).

The nature of this hypothesis is correlational because it does not only affirm the relationship between the two or more variables in the way they show themselves but it also nominates "an understanding sense" of the relationships. Based on the prior literature and the similar studies we reviewed, the hypothesis of this study is the following:

H. The use of pedagogical translation in EFL influences positively the quality of writing with regards to focus, organization, support and elaboration, style and conventions when Foreign language students, level 6.3 (advanced English) from ‘Centro de Enseñanza y Traducción de Idiomas’ CETI, write persuasive essays.

1.6.1 Variables.

Our Proposition has a correlational nature with two variables, one independent and the other dependent, establishing a correlated relationship. The dependent variable is linked to the independent variable.

The variables are described as follows:

1.6.1.1 Independent Variable (X).

The use of pedagogical translation in TEFL.

1.6.1.2 Dependent Variable (Y).

The quality of writing with regards to focus, organization, support and elaboration, style and conventions when writing persuasive essays.

1.6.2 Variables conceptualization.

1.6.2.1 Pedagogical Translation (X).

Pedagogical translation is a teaching tool in foreign language learning that allows the control of L1 interference over L2/FL acquisition. In other words, it is a term used to describe the use of translation in foreign languages teaching that can be employed in a variety of ways with the main objective of helping students master the second language skills through translation activities (Leonardini, 2010).

1.6.2.2 The quality of writing with regards to focus, organization, support and elaboration, style and conventions when writing argumentative or persuasive essays (Y).

a) **Focus** is the topic or subject established by the writer in response to the writing task. The writer must clearly establish a focus as he fulfills the assignment. A writer must focus on a single topic or main idea in order to produce an effective argument. Focus is the foundation for constructing a piece of writing (Cali & Bowen, Learn Nc, 2014).

b) **Organization** is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete (Cali & Bowen, Learn Nc, 2014).

c) **Support and elaboration** consists of the specific details and information writers use to develop their topic. Without details, the reader struggles to picture what the writing is aiming to communicate. There are two important concepts in support and elaboration that are sufficiency and relatedness. Sufficiency refers to the amount of details. Relatedness refers to the quality of details and their relevance to the topic (Cali, Learn NC, 2014).

d) **Style** is the way writing is dressed up or dressed down to specific context, purpose, or audience. Word choice, sentence fluency, and the writer’s voice contribute to the style of a piece of writing. How the writer chooses words and structures sentences to achieve a certain effect is also an element of the style (Cali, Learn NC, 2014).

e) **Conventions** are the surface features of writing including the mechanics, usage and sentence formation. Mechanics components encompass handwriting, spelling punctuation capitalization and paragraphs. Usage includes word order, verb tense, and subject-verb agreement (Cali, Learn NC, 2014).

1.7 VARIABLE OPERATIONALIZATION

1.7.1 Independent variable operationalization: The use of Pedagogical Translation in EFL (X).

Table 1
The use of Pedagogical Translation in EFL (X)

DIMENSION	INDICATORS	INSTRUMENTS AND TECHNIQUES
The use of pedagogical translation in EFL when students write persuasive essays in a case study design	The absence or presence of translation when students write persuasive essays.	Instruction Students write persuasive essays directly into English. Students write persuasive essays first in Spanish and then translate them into English.

1.7.2 Dependent variable operationalization: The quality of writing with regards to focus, organization, support and elaboration, style and conventions when writing argumentative or persuasive essays (Y).

Table 2
The quality of writing with regards to focus, organization, support and elaboration, style and conventions when writing argumentative or persuasive essays (Y)

DIMENSION	INDICATORS	INSTRUMENTS AND TECHNIQUES	VALUE
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<p>The differences in the writing quality of persuasive essays between writing directly in English and writing preceded by pedagogical translation as a tool.</p>	<p>The writing quality of persuasive essays:</p> <ol style="list-style-type: none"> Focus Organization Support and elaboration Style Conventions 	<p>TESTS</p> <p>The essay topics of the test took into account the following considerations:</p> <ol style="list-style-type: none"> Style of topic. Students' familiarity to the topic. Cultural neutrality. <p>TIME:</p> <p>Writing using Spanish translation (4 participants) - 60 minutes 20 minutes to write in L1 30 minutes to translate into English 10 minutes to correct</p> <p>Writing directly in English (4 participants) - 50 minutes 40 minutes to write in English 10 minutes to correct</p> <p>Extra</p> <p>Prior to the tests, both groups of participants were provided with handouts to help remind them how to write persuasive essays. For the pedagogical translation group, a brief explanation about how to use translation was given before their written test.</p>	<p>TEST SCORING</p> <p>An analytical scoring system was used in order to rate several aspects or criteria rather than giving a single score.</p> <p>We used the Analytic Scoring Profile based on Jacob's (1981) adapted by Mery Laura Chambi</p> <p>All 5 features of writing (Focus, Organization, Support, and Elaboration, Style and Conventions) were rated as follows:</p> <p>5 EXCELLENT TO VERY GOOD</p> <p>4 GOOD TO AVERAGE</p> <p>3 FAIR TO POOR</p> <p>2 VERY POOR</p>
<p>The opinion of the participants about both writing processes (one directly in English, and the other writing first in Spanish and then translating it into English).</p>	<p>Opinion of the participants about writing directly in English when writing persuasive essays.</p> <p>Opinion of the participants about the use of pedagogical translation as a tool when writing persuasive essays.</p>	<p>Questionnaires</p> <p>Post-writing questionnaire for direct writing</p> <p>Post-writing questionnaire for the translated writing</p>	<p>The responses from both groups about the two writing processes were categorized according the features of writing:</p> <ol style="list-style-type: none"> Focus Organization Support and elaboration Style Conventions <p>Responses that were not related to the writing features were as follows:</p> <ol style="list-style-type: none"> Time Language

			improvement
Additional evidence about the research.	The behavior of the participants was observed while they were writing persuasive essays.	Qualitative Observation	Noting everything that was considered relevant.

CHAPTER II

THEORETICAL BACKGROUND AND RELATED LITERATURE

2.1 FOUNDATION OF THE STUDY

Even though there are theories about pedagogical translation, it is difficult to find empirical references. The majority of the researches published are about strategies for L1 thinking about L2 writing and mental translation from L1 at the time of L2 writing. There are fewer studies which have involved producing an L2 essay by full translation of the draft written in the L1.

Nevertheless this study is based on the studies that suggested that translating may bring some benefits in the quality of writing. A research made by Kobayashi and Rinnert (1992) cited in Cohen (2000) involved translated versus direct writing with forty-eight of fourth- year EFL Japanese university students. One group was instructed to write their first essay in Japanese L1 and then translate into the foreign language, English, while the second group wrote directly in English. The compositions written in the translation mode demonstrated higher levels of syntactic complexity, showed benefits in the quality of compositions such as style and organization. When the students were asked about the experience they had when incorporating translation in their writing, they felt that the ideas were easier to develop, thoughts and opinions could be expressed more clearly, and words could be found more easily (Cohen, 2000).

Another similar research by Brooks (1996) cited in Cohen (2000) examined the effect of using translation as a writing tool in the writing for French as a foreign language. Thirty-nine intermediate level students wrote two compositions: one was written directly in French while the other was translated from their mother tongue English to French. The findings showed that participants received higher overall scores in the translation mode than in the direct writing mode. The ratings of performance were broken down by categories (accuracy, cohesion/coherence, and argument) and the translated versions of the essays scored significantly higher in the cohesion/coherence dimension (Cohen, 2000).

2.1.1 Early translation.

It is clear that translation has existed since time immemorial. Its origins go back to the appearance and spread of different languages across the world. Language translation originally developed to enable people to trade and communicate with each other (Leonardini, 2010). This led people to start this informal practice of interpreting and translating based on their needs.

Leonardini (2010) sums the beginning of translation as follows:

Translation is undoubtedly a very ancient activity whose origins seem to date back to the appearance and spread of different languages across the world. People began to feel the necessity to communicate to one another and thus this is how translation began. (p.68)

Even though translation is a natural and ancient activity, the production of the Septuagint of the Hebrew Old testament into Greek that was carried out by seventy-two translators in Mid-3rd Century BC formally engages the beginning of translation (Nida, 1959-1998, cited in Soler Pardo, 2013). The "Septuagint" then became the source text for later translations into many other languages.

Moreover, Munday (2001) describes the debate that has continued for centuries about “word-for-word” (literal translation) and “sense-for-sense” (free translation), which goes back to Cicero (first century BCE) and Jerome (late fourth century CE),

respectively. Even though the debate whether to translate literally or freely persists today, translation has continued on an evolutionary path.

Additional to the debate of literal and free translation, Martin Luther's translation of the Bible (New Testament and later the Old Testament) into the vernacular (instead of Latin) made it more accessible, which had a tremendous impact on the church and on German culture (Munday, 2001). According to Luther, literal translation does not allow to transfer the primary meaning to the target language because sometimes literal translation can be incomprehensible. Progressively, theorists like John Dryden, Etienne Dolet, and Alexander Fraser Tytler began to show interest in the way translation has been practiced (Munday, 2001).

Starting in the late 19th century, the topics of translation had become more important as other languages began to be taught in educational institutions. The Classical Method, most commonly known as Grammar Translation Method, focused on grammatical rules, memorizations of vocabulary, translation of texts, and written exercises. It was adopted as the main method for teaching foreign languages. It played an important role primarily in reading proficiency in the foreign language with little or no spoken communication or listening comprehension (Brown, 2007).

The Grammar translation method was one of the most controversial periods in the use of translation. Another reference is the one that Leonardini (2010) states:

'Grammar-Translation' method, which was widely used in the past to teach mainly Greek and Latin, although it was later, applied and extended to all foreign languages. The language used in classes was mainly the students' mother tongue with very limited use of TL. The main focus was on grammar aimed at teaching learners how to put words together. Vocabulary was limited to isolated wordlists to be memorized but completely out of context. This method involved the reading and the translation of texts on a variety of topics where little emphasis was laid upon content. Texts were used as a grammar explanation and as translation exercise of isolated sentences out of context. Little or no attention was paid to pronunciation. (p.51-52)

In other words, grammar translation method had no emphasis on the development of total fluency of a foreign language because communication and listening were not considered important. The student was able to write or read in the second language but because of the characteristics of this method, he or she was not able to communicate verbally effectively. It is important to realize that the grammar translation method may not be perfect but it is clear it did help students read and write in second languages.

2.1.2 Translation today and implication of translation in language learning.

In the second half of the 20th century, a new generation of scholars worked to establish a more systematic analysis of translation. All of them favored a closer linguistic approach. With the emergence of these new theories, a new discipline was born: the theory of translation or translation studies, also called traductology or translatology (Leonardini, 2010). Before we continue, it is important to understand the terms translation, traductology and, translatology.

There have been many definitions for translation. However, this research takes into account the following definition: According to Catford (1965) translation is the replacement of textual material in one language into an equivalent textual material in another language. Traductology was denominated by Harries (1970) to refer to the study of translation from a scientific perspective. Translatology was a term mainly used to refer to a new discipline of translation. Both terms were unnecessary neologism and thus they were not successful. The term ‘Theory of Translation’ also had its failure because scholars viewed this approach as providing guidelines about how translation should be done (Harries, 1970, cited in Leonardini, 2010). The term TRANSLATION STUDIES denominated by Holmes (1972) is the most used in the world and is the most comprehensive (Holmes, 1972, mentioned in Leonardini, 2010).

Today, translation studies are an established and international academic discipline. In 1972 at the third International Congress of Applied Linguistics, Holmes presented ‘The Name and Nature of Translation Studies’ which was published in 1988

sociology, anthropology, literature studies, and so on. Translation studies are the reflection of theory based on the knowledge you have about translation.

The fact that translation studies are aimed at breaking down barriers among disciplines make translation justly recognized as a multi-faceted activity giving room for a variety of perspectives (Hatim, 2001, cited in Leonardini, 2010). One of the new perspectives is that translation is no longer seen as a harmful tool in language learning. On the contrary, translation can be employed for pedagogical purposes that help the second language learning process.

The fact of employing translation in the field of second language acquisition (SLA) and foreign language (FL) teaching learning should not be directly linked to the criticized teaching method called ‘Grammar Translation Method’. Translation does not have the same negative view as in the past because it is an innate and natural occurring activity and it is included in the language learning didactics. Even though this new point of view of the translation is recent, some linguists like Duff (1989) have suggested rehabilitating the use of translation in the FL classes more than two decades ago. They the positive influence translation causes to the second language learning process because it lets one compare between the mother tongue and the second language. He also points out that it helps to improve comprehension and speaking skills (Duff, 1989, cited in Leonardini, 2010).

2. 2 PEDAGOGICAL TRANSLATION

To avoid confusion, this study considers it important to clarify the differences of the following concepts ‘Pedagogical translation’ and ‘Translation pedagogy’. A very clear explanation is established. Leonardini (2010) states that ‘pedagogical translation’ refers to translation as a valid teaching tool in the foreign language learning and ‘translation pedagogy’ refers to the teaching or training of professional translators. Other authors describe pedagogical translation as follow:

“Academic, or pedagogical translation is intended to help the student acquire the rudiments of a language, or at a more advanced level, to perfect his style. It is never an end, but always a means” (Delisle, 1988, p. 26).

“...Pedagogical translation is an instrumental kind of translation, in which the translated text serves as a tool of improving the language learner’s foreign language proficiency. It is a means of consciousness raising, practicing, or testing language knowledge” (Vermes, 2010, p. 83).

“The pedagogical translation goes beyond the specific professional field. It can be defined as a didactic activity with the objective of mastering the target language through text manipulations, comprehensive analysis, and conscious reflection” (Hernandez, 2014, pp. 249-250) (Trans. By Mery Laura Chambi).

According to Delisle (1988) Pedagogical translation does not only help to learn the basics of a language but it also helps to perfect the level of the second language. It can be used by both beginner and advanced students. Moreover, Vermes (2010) states that translation itself works as a tool in order to improve the second language proficiency. In addition, Hernandez (2010) says that the process that translators follow which is to manipulate, understand, analyze, and reflect the text is a didactic activity that allows the student to master the second language.

This research summarizes pedagogical translation as follows: Pedagogical translation is a teaching tool in the foreign or second language that can be employed in a variety of ways with the main objective of helping students master second language skills through translations activities (Leonardini, 2010, p. 81).

2. 3 THE ROLE OF PEDAGOGICAL TRANSLATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Translation has not been considered helpful in the use of EFL classes because ‘grammar-translation’ method was not the most appropriate method for learning languages. One of the reasons why this method was criticized is the fact that translation was done in isolated sentences out of context. It did not allow students to select the appropriate words with the appropriate meaning for a given scenario. Another reason is that the instructions were given in the mother tongue. This resulted in limited listening and speaking skills, adversely affecting the development of verbal communication skills in the second language. As a result, ‘Grammar translation’ was replaced by the Direct Method giving students the opportunity to be directed in the target language and learn language skills in realistic situations (Leonardini, 2010). This method encourages students to think in the target language.

According to Leonardini (2010) translation has historically been viewed as one of the main causes of negative language interference from L1 to L2. However, this interference is a natural event and it should be treated positively to help the acquisition of the FL.

“If translation is employed for pedagogical purposes then it can be referred as ‘pedagogical translation’ and it can be a useful aid aimed at teaching and learning foreign languages” (Leonardini, 2010, p. 81).

Even though teachers suggest not to use translation whenever a student is learning the second language, the student most of the time does it intuitively because he or she usually finds it helpful to compare. This suggests that translation is not harmful as it was originally thought, and instead it helps to build a better understanding of the language. Leonardini (2010) states that it is impossible and unnatural for student of FL/SL not to make use of his or her mother tongue in thinking, writing or speaking due to the fact that it is an innate translation function that is activated when students are facing the process of learning a second language. The goal of this research is not to use

the grammar translation method but to use pedagogical translation to enhance writing skills.

2.3.1. The use of pedagogical translation in the four language skills.

We have defined that pedagogical translation is a teaching tool in the foreign language that can be employed in a variety of ways with the main objective of helping students master second or foreign language skills through translations activities. However, if we want to use translation in second language teaching, it is important to understand how it may be applied (Leonardini, 2010). The author incorporates translation through the four language skills: listening, speaking, reading, and writing.

In terms of listening and speaking, translation can be defined as a communicative activity within a meaningful context. Through translation, significant interaction between teacher and students is established in order to discuss not only rights and wrongs but also problems related to the translation task. Leonardini (2010) also points out that if this communications takes place in L2 before and after the translation then there is not much difference compared with the way a student practices oral and listening skills in a traditional FL class but the advantage of using translation allows a discussion on both their commentary and the translation in L2 giving better results.

On the topic of reading, Leonardini (2010) implies that the source text should be read carefully and analyzed in detail before the translation takes place. Translation allows students to apply a kind of textual analysis which is very important in reading comprehension. Chellapan, (1982) cited in Leonardini, (2010) states that the only difference between translation and reading is the degree of attention paid by the reader or translator in which the translator should pay more attention to avoid misinterpretations of the message. It is not surprising that students tend to translate mentally into their mother tongue when reading texts in the TL. The students' thoughts and mental translations can be externalized through co-operative translation activities with both teacher and peers promoting an accurate comprehension. Syntax and lexis can be approached from the contrastive analysis where differences between mother tongue

and L2 can help learners understand the use, function and meaning of words and ultimately of the whole text.

With regards to writing skills, translation is an activity which requires good writing skills in the three main stages of a translation which are decoding the source text, transferring linguistic and cultural elements and meanings into the target language and encoding the text into the new language and context. A good translation should be fluent and convey the original message accurately across the linguistic and cultural barriers bearing in mind both the function of target culture and target language. Therefore, translation can help students improve their writing skills. If the translation is carried out from the students' mother tongue into a foreign or second language, the translation can be equated with any composition writing task commonly taught in any language course (Leonardini, 2010). Also, students would have the opportunity to see and evaluate similarities and differences between different writing styles in different languages.

In summary, translation can be used in any language course in order to strengthen the four skills. The teachers' perspective plays an important role on how and when he or she is incorporating the translation to ensure a positive influence on language skills. Translation can be incorporated in the four language skills with good results, leading us to explore more possibilities of incorporating translation into TEFL.

2.3.2 Pedagogical translation in writing production.

As we have explained, pedagogical translation has a significant role in writing because it can benefit students' writing skills due to the fact that each main stage of translation requires good writing skills. These stages are decoding the source text (ST), transferring linguistic and cultural elements and meaning into the target language (TL) and encoding the text into the new language and context (Leonardini, 2010).

Zucker (2014) states:

During decoding, the translator must be conscious of speech level, word usage, cultural references, and syntactic devices used for stylistic effect, connotation, as well as denotation, and writing skills. The second stage of

translation requires making cultural and linguistic elements recognizable in both linguistic communities... In the third stage, encoding text into the new language and context, writing skills are most clearly needed to make both style and context of the target language text faithful to the original. (p.7)

Translation and writing are connected because second or foreign-language writers use many of the same writing processes from their first language. The expertise in writing transfers from the first to the second language giving a certain level of language proficiency (Cumming, 1989; Kroll, 1990; Krapels, 1990, cited in Cushing Weigle, 2011). According to Silva (1993) cited in Weigle (2011) writing in a second language tends to be 'more constrained, more difficult, and less effective' than in writing a first language because second language writers plan less, revise for content less, and write less fluently and accurately than first language writers. This can be improved by activities that help students use their mother tongue in translation activities which provides them the opportunity to explore and master their L2 (Leonardini, 2010).

Therefore, this research considers important not to put aside the first language but rather find the best way to incorporate it. The preferred way to incorporate first language would be through pedagogical translation as a tool that will not only integrate the first language but also help with the problems that Silva (1993) mentioned, which are less planning, less revising, less fluency and accuracy. There are four main translation activities that Leonardini (2010) suggests for mastering writing skills.

Literal Translation: This activity allows syntax structure comparison and it can be carried out especially with students that have Basic English where a more traditional grammatical method is desired. This activity allows teachers to make the word order of the target language immediately visible into the learners L1. If a comparison between L1 and L2 is made through translation, learning will be faster and more efficient as learners have the opportunity to notice the similarities and differences and learn from their mistakes (Leonardini, 2010). Though it is clear that it is impossible to cover all the possible word order cases and syntax structures in a text, this activity is still very useful to help master the writing skill (Leonardini, 2010).

Summary translation: The purpose of this activity is to create a short summary of the key points or messages of the source text in the target language instead of producing a full translation of every word of the original source. It can be carried out either in L1 and L2 depending on the translation directions as well as on the type of exercises and skills the teacher aims at covering. It requires students to have good understanding of the whole text in terms of form and content to consciously decide what should be summarized and how it should be summarized (Leonardini, 2010).

Re- translation: Also known as “double translation,” this activity involves three-stages: 1) close analysis of the source text, 2) translation of the source text, and 3) translation of the translated version back into the language of the original source text (Leonardini, 2010). This activity can be time consuming but there are several advantages in using it for pedagogical purposes. This activity can enhance both L1 and L2 grammar and vocabulary (Leonardini, 2010).

Parallel translation: This process refers to two or more versions of the same text. These versions may be either in different languages or may be different translations in the same language. In this particular translation activity, students have the opportunity to compare and contrast both L1 and L2 while examining both similarities and differences (Leonardini, 2010). It also allows students to show how some features in L1 may change in form, adapt in meaning, or not even apply when translating into the foreign language. Learners have the opportunity to play an active role as they become language explorers in charge of finding the most accurate translation (Leonardini, 2010).

During the writing process, there is a cognitive function which immediately calls for translation into one’s mother tongue. If translation activities are properly and carefully planned and carried out within a foreign class, students will tend to leverage their mother tongue knowledge, enhancing their writing in the foreign language. Thus, translation is not radically different from the writing skill. If translation takes place, students can make connections with their mother tongue allowing a better quality of composition (Leonardini, 2010).

For purposes of this research, we consider the *parallel translation* activity. It enables students to comfortably switch from one language to another by allowing them to clarify meanings and determine the use of appropriate words in specific contexts. Therefore, students will find translating helpful in perfecting the quality of their composition.

2.4 THE NATURE OF WRITING IN SECOND LANGUAGE CONTEXTS

In terms of pedagogy, writing is considered an essential element in the language-teaching situation because students need to write down notes and take written exams (Harmer, 2004). However, over the years, writing has been seen and used only as a reinforcement system for learning grammar and vocabulary of the language rather than being considered as a skill. For this reason, trainers and methodologists have looked again at writing in the foreign language classroom and accredited the importance of writing as a vital skill for speakers of a foreign language (Harmer, 2004).

Moreover, learning a foreign language requires the knowledge of the four skills namely listening, speaking, reading, and writing. Harmer (2001) classifies these four skills into receptive and productive skills. Listening and reading are considered receptive skills because both include understanding. Explicitly, when the learner listens and reads, he or she receives the language and decodes the meaning to understand the message. Speaking and writing are considered productive skills because the learner uses the language that he or she has acquired and produces messages through speech or written texts. The productive skills require considerable effort and practice on the learners' part to reach an acceptable level. Due to the complexity of these skills, many students find them very difficult (Harmer, 2001). Writing must be learned whereas speaking may be naturally acquired (Harmer, 2004).

Writing is "...an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience..." (Hamp-Lyons and Kroll, 1997, cited in Cushing Weigle, 2011, p. 19). Writing is a difficult

activity because it is neither a natural nor a spontaneous activity. It is a cultural behavior that needs to be learned (Lenneberg, 1967, cited in Brown, 2007).

In conclusion, writing is the activity of being able to communicate with language using text. It represents language through the inscriptions of signs and symbols. It is a difficult, sophisticated, prestigious social activity of communication and it is an important skill for language learners that must be learned in order to use it properly.

2.5 FEATURES OF AN EFFECTIVE WRITING

The five features of effective writing are focus, organization, support and elaboration, style and conventions. The features of effective writing not only provide teachers with a more objective set of criteria for assessing writing but also provide students with a framework for reading and improving their own writings (Cali & Bowen, Learn Nc, 2014).

2.5.1 Focus.

An effective piece of writing establishes a single focus and sustains that focus throughout the piece. Focus is the topic or subject established by the writer in response to the writing task. However, finding a focus means more than just knowing what to write. Writers must think about what their topic should communicate. For example, for a newspaper report, finding a focus for a story is finding a perspective from which to tell the story. Therefore, focus not only involves more than just knowing what your story is about, but it also involves understanding why you are writing it (Cali, Learn NC, 2014). Without a clear focus, students' stories, reports, and essays degenerate into lists of loosely related events or facts with no central idea to hold them together.

Consequently, by establishing a clear focus before writing, students can draft their writing into a coherent unified message. Finding a focus helps the writers find significance in their stories and portray the message that they want to convey to their readers. It also helps readers understand the point of the writing. Moreover, focus is a critical feature that drives all the other features. It determines the choices the writer makes about everything from organizational structure to elaborative details to word

choice, sentence length, and punctuation (Cali, Learn NC, 2014). Focus is the foundation for constructing a piece of writing. It is important for students to think about focus before they begin writing, though it can also be strengthened through revision.

2.5.2 Organization (structure).

Organization is the structural framework for the writing. It provides readers with a framework to help them fulfill their expectations from the text. A well-organized writing supports readers by making it easy for them to follow while a poorly organized piece leads the reader to confusion. Organization is the logical progression and completeness of ideas in a text. It focuses on two areas: **text structures** specific to the particular genre and the **cohesive elements** that tie clauses, sentences, and paragraphs together into a cohesive whole (Cali, Learn NC, 2014).

Text structures are the framework of a text's beginning, middle and end. Where to begin is crucial decision for a writer. A great beginning can captivate a reader to finish the story whereas a mediocre beginning can discourage a reader from reading further. It also sets up expectations for the purpose, style, and mood of the written text. The organization of the middle of a piece of writing depends on the genre. It could be narrative, descriptive, argumentative, cause and effect, and so on (Cali, Learn NC, 2014). The ending depends on the writer's purpose. When the purpose is to entertain, endings may be happy or tragic. Surprise endings may provide a twist. In the case of persuasive texts, the ending should restate the thesis and provide a brief recap of the arguments the writer used to prove his point (Cali, Learn NC, 2014).

Cohesive elements, according to Harmer (2004), help to bind elements of a text together and these help us to know what is being referred to and how the phrases and sentences relate to each other. The author talks about two types of cohesion: lexical cohesion and grammatical cohesion.

Lexical cohesion deals with the meaning in the text. It is the cohesive effect achieved by the selection of vocabulary. It uses two main strategies that are reiteration of words and lexical set chains.

Reiteration of words consists of the repetition of a number of content words or the occurrence of a synonym of some kind; that is, where the two occurrences have the same reference. It could be in the form of repetition, synonym, hypernym, and general word. All these have the function of reiterating the previous item, either in an identical or somewhat modified form, and this is the basis for the creation of a cohesive tie between the items (Harmer, 2004).

Table 3
Examples of reiteration of words

Jose caught a snake underneath a bucket.	
Repetition	The snake is going to suffocate if it stays there very long.
Synonym	The serpent is going to suffocate if he does not let it go.
Hypernym (superordinate)	The animal is going to suffocate if he does not let it go.
General word	The poor thing is going to suffocate if he does not let it go.

Note. The examples in table 3 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-24)

Lexical set ‘chains’ consist of the use of words in the same topic area (lexical words) that interrelate with each other. In other words, it is the use of words that is in some way associated with another word in the preceding text, because it is direct repetition of it, or is in some sense synonymous with it, or tends to occur in the same lexical environment (Harmer, 2004).

Table 4
Examples of lexical set chains

Henry is thinking of rowing the Atlantic. Do go and talk to the wretched fool .
I have been to see my great-aunt . The poor old lady is getting very forgetful these days.

Alice caught **the baby** with some difficulty, as it was a **queer-shaped little creature** and held out its arms and legs in all directions, ‘just like a star-fish’ thought Alice. **The poor little thing** was snoring like a steam-engine when she caught it.

Note. The examples in table 4 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-24)

Grammatical cohesion is dependent on the grammatical structures of each component and how they tie together. Harmer classifies it into four major classes: Reference, Substitution, Ellipsis, and Conjunction.

Reference occurs when one item in the text points to another element for its interpretation. It could be classified as endophora or exophora. Endophora is when the interpretation of reference lies within the text and it can be defined as anaphoric or cataphoric. Anaphora refers to the presupposed element. That is to say, it refers to another unit that was introduced earlier on in the text or speech. Whereas cataphora refers to another unit that is introduced later on in the text or speech. Exophora is when the interpretation of reference lies not in the same text. These reference items may be personal, demonstratives, or comparatives (Harmer, 2004). Personal references are references by means of function in the speech situation through the category of person: I, you, she, they (subject pronouns), and him her, us, (object pronouns), my, your, (possessive pronouns), or ours, theirs, hers, (reflexive pronouns). Demonstrative reference, such as: here, there, this, that, etc. refers to the location of the presupposed elements (Harmer, 2004). Comparative references, such as: bigger, more diligent, etc. refers to compared adjectives of one noun to another (Harmer, 2004).

Table 5

Example for endophora

Example 1 (anaphora)	Example 2 (cataphora)
<u>The man</u> is living alone. His wife left him for 9 years.	He is a superstar, he is the best in his era. Let’s welcome... Justin Bieber!
In this sentence, ‘his’ and ‘him’ is anaphoric which refers to the ‘the man’. Without having a presupposed clause ‘the man is living alone’, we cannot decide	In this sentence, ‘he’ is cataphoric to the presupposed subject ‘Justin Bieber’. We need to look forward to the following sentence to revel what ‘he’ refers to.

what 'his' and 'him' refer to. Because we need to look back at the prior sentence, these are anaphoric.	
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Note. The examples in table 5 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-24)

Table 6

Example for exophora

A mother and a daughter are in a fitting room.
Daughter: Mom, what do you think about this dress ?
Mom: Oh dear, I think that is too short for you. Would you try this ? (showing another dress she is holding)
' That ' refers to the dress the daughter is fitting in, and it is presented within the text. However ' this ' refers to the exophoric reference (another dress that the mother is holding) which is not present in the text.

Note. The examples in table 6 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-24)

Table 7

Examples for: personal, demonstrative, and comparative reference

Example for personal reference:	Example of demonstrative reference:	Example of comparative reference:
I never met him before. My friends said that he is a kind and helpful professor. I wish I can see Professor William soon.	There I was born and grew up. There I met him, my beloved one. There we raised our kids. There , in a small town called Manassas .	This dish is too light, I want the heavier one.
Those three thieves ! Those three thieves ! They were shot by the sheriff!	Daughter: Mom, what do you think about this dress ? Mom: Oh dear, I think that is too short for you. Would you try this ?	(in a boutique) I think this blouse is too dark for my skin. Can I have the lighter , please?

Note. The examples in table 7 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-26)

Substitution is the replacement of one item by another and ellipsis is the omission of an item. An example is when writers use a short phrase for a longer one that has preceded. Substitution and ellipsis are quite similar. Essentially the two have the

same process: ellipsis can be interpreted as that form of substitution in which the item is replaced by nothing (Harmer, 2004). However the mechanisms are different. Substitution is more on the wording while ellipsis is more on the meaning. There are three kinds of substitution: nominal (one, ones, same), verbal (do, did), and clausal (so, not) (Harmer, 2004).

Table 8

Examples for: nominal, verbal, and causal substitution

Example for nominal substitution:	Example for verbal substitution:	Example for clausal substitution:
<u>My axe</u> is too blunt. I must get a sharper <i>one</i> .	Do you think Joan already <u>knows</u> ? I think everybody <i>does</i> if you have seen them so often. Of course <u>you know what they are like</u> . ' I believe <i>so</i> ,' Marta replied thoughtfully.
When I was a kid, I had <u>a kitten</u> but then it got lost. I wish I had the <i>same</i> now.	Why didn't you <u>do</u> the homework, Joni? All your friends <i>did</i> !	Do <u>you think that the assignment will be due this week</u> ? I hope <i>not</i> ! I have not written anything!

Note. The examples in table 8 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-26)

Ellipsis is the process in which one item within a text or discourse is omitted. It occurs when something that is structurally necessary is left unsaid, as it has been understood already. Where there is ellipsis there is presupposition in the structure that something is to be implied or understood (Harmer, 2004). An item is elliptical if its structure does not express all the features that have gone into its make-up; all the meaningful choices are embodied in it. Like substitutions, there are also three types of ellipsis: nominal, verbal, and clausal omission (Harmer, 2004).

Table 9

Examples for: nominal, verbal, and clausal ellipsis

Example for nominal ellipsis:	Example for verbal ellipsis:	Example for clausal ellipsis:
<u>They</u> do not like it, yet	Have you been swimming?	Who was playing the

(they) said nothing.	Yes, I have (been swimming)	piano? John was.
How did you enjoy the exhibition ? A lot (of the exhibition) was not very good all.	What have you been doing? (I have been) Swimming.	I hear Smith is having an operation? He will.

Note. The examples in table 9 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-26)

Comparison among ellipsis, reference, and substitution.

Table 10

Examples for: reference, substitution, and ellipsis

Reference	Substitution	Ellipsis
This is a fine hall you have here. I am proud to be lecturing in it.	This is a fine hall you have here. I have never lectured in a finer one.	This is a fine hall you have here. I have never lectured in finer.

Note. The examples in table 10 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-27)

Conjunction refers to a specification of the way in which what is to follow is systematically connected to what has gone before. Writers structure a text in a precise way and bring the presented elements into a logical order. There are four types of conjunctions: additive, adversative, causal, and temporal (Harmer, 2004).

Table 11

Examples for: additive, adversative, causal, and temporal conjunctions

Examples of additive conjunction:	Examples for adversative conjunction:	Examples for causal conjunction:	Examples for temporal conjunctions:
For the whole day, he climbed up the steep mountainside, almost without stopping and in all this time he met no one.	He has little money in his pocket. However , he insists to buy the movie ticket. He will walk home for sure.	She was 5 minutes late submitting her final project. As a result , she lost 5% of her final score.	First , you need to select fresh lemons. Next , you cut them in two parts and squeeze them.
Doing work with passion will bear great results. Similarly , doing work	Farshad acts so arrogant to everyone. On the other hand , his brother Chad acts	I think I never met him before so I didn't reply to his call.	Add some sugar to the lemon water. Finally , you can add some

professionally keep you at the top.	will	so politely.		ice in it.
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Note. The examples in table 11 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-27)

Other types of conjunctions are based on parts they connect into: simple adverb, compound adverbs, and prepositional expressions. Simple adverbs connect clauses and sentences. Compound adverbs connect sentences. Prepositional expressions connect paragraphs (Harmer, 2004).

Table 12

Examples for: simple, compound, and prepositional adverbs

Simple adverbs:	For, And, But, Or, Yet, So
Compound adverbs:	Accordingly, subsequently, actually, therefore, thereupon, whereas Furthermore, nevertheless, anyway, instead, besides On the contrary, as a result, in addition
Prepositional adverbs:	As a result of that, instead of that, in addition to that In spite of that, because of that

Note. The examples in table 12 were retrieved from (Harmer, How to teach Writing, 2004, pp. 22-28)

To summarize, organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete (Cali & Bowen, Learn Nc, 2014).

2.5.3 Support and elaboration.

Support and elaboration consists of the specific details and information writers use to develop their topic. The key to developing support and elaboration is getting specific. Without details, the reader struggles to picture what the writer is describing. There are two important concepts in support and elaboration which are sufficiency and relatedness. Sufficiency refers to the amount of details (Cali, Learn NC, 2014). Good writers supply their readers with sufficient details to comprehend what they have written. Relatedness refers to the quality of details and their relevance to the topic.

Good writers select only the details that will support their focus, putting aside irrelevant information (Cali, Learn NC, 2014).

2.5.4 Style.

Style is the way writing is dressed up or dressed down to specific context, purpose, or audience. A writer's style is what sets the writing apart. It is normally not a matter of right or wrong but of what is appropriate for a particular setting and audience (Cali, Learn NC, 2014). Word choice and sentence fluency contribute to the style of a piece of writing.

Word choice: good writers are concise and precise, weeding out unnecessary words and choosing the exact words to convey meaning. Precise words – active verbs, concrete nouns, specific adjectives – help the reader visualize the sentence.

Sentence fluency is the flow of phrases and sentences. Good writers use a variety of sentences with different lengths to achieve different effects and they avoid loose sentences. How the writer chooses words and structures sentences to achieve a certain effect is an element of the style (Cali, Learn NC, 2014). Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and statements appropriate to the task.

To summarize, style is manipulating the language so that it is appropriate to the purpose, audience, and context of the writing task. The writer's style is evident through word choice and sentence fluency. Clever use of precise, purposeful vocabulary enhances the effectiveness of the composition by using appropriate words, phrases, and descriptions that engage the audience.

2.5.5 Conventions.

Conventions are the surface features of writing which include the mechanics, usage and sentence formation. They make writing easy to read by putting it in a form that the reader expects and is comfortable with (Cali, Learn NC, 2014).

Mechanical components are an important aspect of writing. These include legibility, spelling, punctuation, capitalization, and construction of well-formed

sentences, paragraphs, and texts. All these components need to be considered to achieve a satisfactory result (Harmer, 2004). Students must consciously learn how mechanics function in a written language (Cali, Learn NC, 2014).

Usage refers to conventions of both written and spoken language that include word order, verb tense and subject-verb agreement (Cali, Learn NC, 2014). Sentence formation refers to the structure of sentences including the way that phrases and clauses are used to form simple and complex sentences (Cali, Learn NC, 2014).

2.6 PROCESS OF WRITING

The writing process is comprised of stages the writer goes through so that he or she can produce something in its final written form: planning, drafting, revising, editing, and final draft (Harmer, 2004). When we discuss writing as a process, we understand that ideas are generated (planning), put in first draft (drafting), revised and corrected (revising), organized and arranged in a whole (editing), and finally written in a final draft (final version). However, it is important to mention that writing is a recursive process rather than a linear process (Harmer, 2004). This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit. This allows writers not to follow a neat sequence of planning, drafting, and revising. They may move backwards and forwards until the process reaches the final version (Harmer, 2004).

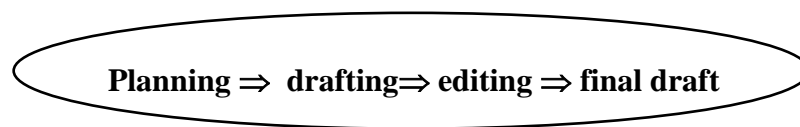


Figure 2.. Process of writing. It was retrieved from (Harmer, How to teach Writing, 2004, p. 6)

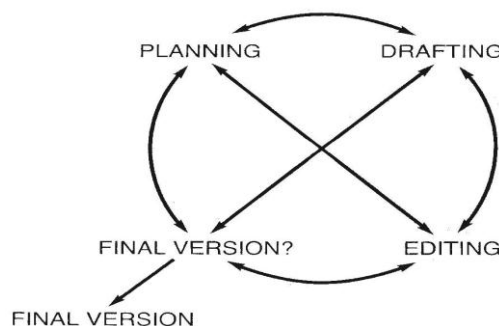


Figure 3. Wheel process of writing. It was retrieved from (Harmer, How to teach Writing, 2004, p. 6)

Early researchers seem to point to the same conclusion as Harmer:

The process of composition is not a linear one, moving from planning to composing to revising and editing. It would be more accurate to characterize writing as recursive activity in which the writer moves backwards and forwards between drafting and revising with stages of re-planning and between. (Hedge, 1988, p. 20)

As we can see, both Hedge (1988) and Harmer (2004) explain that writing is a recursive rather than a linear process. This cycle helps to achieve a better final version of writing because re-planning, re-drafting and re-editing allows the writer to review important aspects he or she may have missed or overlooked.

2.6.1 Planning or prewriting.

“Prewriting: Analyzing your audience, determining your purpose in writing, limiting the scope of what you will cover, and generating potential content” (Capella University, 2014).

The activity of generating ideas ends up being a plan or an outline of what we want to write (Harmer, 2004). There are three important aspects the writer needs to consider in this stage; the purpose of the writing (the type of text and the language), the audience they are writing for (the shape of the writing, paragraph structure, informal or formal language, etc.) and the content structure (sequence of facts, ideas, or arguments).

2.6.2 Drafting.

Hedge (1988) defines drafting as the stage where the writer “... puts together the pieces of the text (from) developing ideas (into) sentences and paragraphs within an overall structure”. (p.45) Moreover, the first version of writing (the draft) will be

amended later. As the writing process proceeds into editing, there will be a number of drafts until the final version is reached (Harmer, 2004).

2.6.3 Revising.

“Revising is putting yourself in the place of the reader, rethinking your approach, and making changes that will improve your case” (Capella University, 2014, p. 4). As the writer revises, he or she will be looking for changes like additions or deletions, changes in word use or organization that will help readers understand the information better (Grenville, 2001).

2.6.4 Editing or polishing.

Johnson (2008) defines editing as follows:

Editing means making your piece as reader-friendly as possible by making the sentences flow in a clear, easy-to-read way. It also means bringing your piece of writing into line with accepted ways of using English: using the appropriate grammar for the purposes of the piece, appropriate punctuation and spelling, and appropriate paragraphing. (p.167)

Editing is the stage where the draft is polished prior to the final version; it involves the careful checking of the writing to be sure that it does not have any errors such as spelling, punctuation, word choice, and word order.

2.6.5 Final version.

The final version is produced once the writer has made all the changes that were necessary. This means that the writer has been using the process wheel that includes re-planning, re-drafting, and re-editing. During this process, writers may find themselves changing their minds, and it is not uncommon for the final version to look very different from the original plan (Harmer, 2004).

2.7 DEFINITION OF AN ESSAY

An essay is a unit of academic writing that generally consists between 500 and 5000 words long (Plymouth University, 2014). Essays can also be described as an

intellectual exploration of any subject or topic that contains different arguments and evidence that the writer uses to build it (Plymouth University, 2014). Furthermore, according to McLean (2011), the essay consists of an introduction which establishes the thesis; the body which proves the writers point through well-thought-out ideas and well-researched evidence; and the conclusion which summarizes the writer's arguments.

2.7.1 Basic structure of the essay.

2.7.1.1 Introduction.

An introduction is typically one paragraph (although this is not always the case) and the first one of the essay. A good introduction should orientate the reader to the general topic, identify the focus or purpose of the essay, outline the points to be covered and finish by identifying the thesis (Charles Sturt University, 2014). The thesis drives the essay because a thesis statement is the writer's line of argument and viewpoint from which the writer has to support with evidence based on his research. The thesis statement and the topic provide the framework for the essay serving as a planning tool that helps the writer determine the paper's real focus and clarify the relationships between ideas (Charles Sturt University, 2014).

2.7.1.2 Body.

The body of an essay is where the writer develops the argument. It occurs in a series of paragraphs with each paragraph logically flowing to the next. The first sentence of each paragraph is the **topic sentence**. It serves the purpose of introducing the paragraph by stating and summarizing the main point in the paragraph (Charles Sturt University, 2014). One way to know that writing is well done is by scanning just the topic sentences of the essay. The result should be a logical progression of the points the writer is making and it should provide a sketch of the whole essay.

2.7.1.3 Conclusion.

The conclusion summarizes what the writer has explained in his or her essay and it should affirm the writer's thesis (Charles Sturt University, 2014). The conclusion is typically one paragraph.

2.7.2 Types of essay.

According to McLean (2011) there are different types of essays that include the following:

2.7.2.1 Persuasive essay.

“The purpose of this type of essay is to convince your reader to agree with your point of view” (McLean, 2011, p. 33). The argumentative or persuasive essay expresses and supports a specific point of view. In fact, it is possible to express or support any side of an argument as long as there are well-founded or reasonable points and suitable facts to support the arguments.

2.7.2.2 Cause and effect essay.

“The cause and effect essay analyzes a topic in terms of a) what caused it and b) what happened as a result” (McLean, 2011, p. 49). The cause and effect essay can be used to persuade the readers to your way of thinking about a certain situation. It can also be used to inform your readers of an already proven fact by letting them know the causes. A simple type of essay may have just one or two effects but it can also have multiple effects depending on the complexity. It can also explore several causes that all lead to the same effect (McLean, 2011).

2.7.2.3 Critical essay.

“Critical essays are essays that analyze another's work, whether it is a book, an article, a movie, or even a piece of art” (McLean, 2011, p. 63). The critical essay is not necessarily negatively criticizing someone's work but exploring and analyzing it. It needs some brainstorming and research ahead of time because the statements must be

supported. Apart from a regular essays structure (introduction, body, and conclusion) it needs a summary and the analysis of the work (McLean, 2011).

2.7.2.4 Compare and contrast essay.

“The compare and contrast essay evaluates two topics by discussing their similarities and differences” (McLean, 2011, p. 81). This type of essay may be used in almost all subjects. For example, a political science class could compare the economics of different countries. In addition to an introduction, body and conclusion, this type of essay must explore the similarities and differences between the subjects (McLean, 2011).

2.7.2.5 Definition essay.

“The definition essay defines a particular topic. When writing this type of essay, it is best to describe your topic using all possible avenues...” (McLean, 2011, p. 111). The definition essay explains what the topic means. These types of essays are often used to define terms or ideas such as “love” or “faith.” The theses of this kind of essay are usually literal definitions (McLean, 2011).

2.7.2.6 Descriptive essay.

“The descriptive essay describes a person, place, object, experience, or event. Through the use of vivid details utilizing all the senses, you will describe every aspect of your topic” (McLean, 2011, p. 127). These types of essays are very similar to fiction with the difference that the content is true (McLean, 2011). This kind of essay emphasizes all sorts of details presented as vividly as possible to help the reader experience it.

2.7.2.7 Evaluation essay.

“The evaluation essay is similar to the argumentative/persuasive essay in that you are often trying to persuade readers to your point of view” (McLean, 2011, p. 163). The evaluation essay’s main purpose is to have the readers agree with the writer’s point

of view (McLean, 2011). This type of essay is used in movies or books reviews. It is a type of argument that includes evidence to justify a writer's opinions about a subject.

2.7.2.8 Literary analysis essay.

“There are several specific types of literary criticisms, but a basic literary analysis simply looks at a theme or element of a particular work and tries to discover the meaning behind it” (McLean, 2011, p. 179). This type of essay requires the reader to carefully study and research a piece of literature to form an argument and support his or her view (McLean, 2011).

2.7.2.9 Narrative essay.

“The narrative essay tells a story. Often, these essays tell of an experience or an event that happened to you or someone else” (McLean, 2011, p. 203). Narrative essays are often anecdotal, experiential, and personal which allows the writer to express himself (McLean, 2011).

CHAPTER III

METHODOLOGY

3.1 APPROACH OF THE RESEARCH

The quantitative, the qualitative, and the mixed approach are the three ways of directing a research.

In the **quantitative approach** according to Creswell (2003), the researcher tests a theory by using an experimental design in which indicators are measured before and after the experimental treatment to support or refute the hypotheses.

The quantitative approach uses the collection of data for a validation of the hypothesis based on the numerical measurement and statistical analysis to establish patterns and test theories (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

The **qualitative approach** differs from the traditional, quantitative approach because it does not use numerical data collection in order to discover or affirm questions in the process of interpretation (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi). This approach is selected when the researcher seeks to understand the perspective of the participants (individuals or small groups that could be studied) about the phenomena that surround them including their experiences, perspectives, and opinions and meanings. It is also recommended to use when the subject of study is unexplored or no research has been done about it (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

The **mixed method approach** was developed in response to a need to use quantitative and qualitative data in a single study. It is utilized to gain a complete "picture" of the phenomenon studied. These can be conjoined so that the quantitative and qualitative approaches keep the original structures and procedures (as pure mixed

methods). Alternatively, these methods can be adapted, altered or synthesized to carry out the intended research (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

This research used the **mixed method approach (quali-quantitative)**. The essays were evaluated using a quantitative scoring system whereas the opinions of pedagogical translation as a tool in writing production were examined using qualitative questionnaires and observations.

3.2 TYPE OF RESEARCH

The 4 different types of research are exploratory, correlative, explicative, and descriptive.

“The exploratory research is carried out when the objective is to examine a matter or a research problem that has been understudied, such as a topic that is not well understood with many questions that have not been addressed” (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, p. 79). (Trans. By Mery Laura Chambi). Exploratory research serves to familiarize the investigator with relatively unknown phenomena in order to formulate a more precise problem for future investigations (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

“The correlative research associates variables through a predictable pattern for a group or a population” (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, p. 81). (Trans. By Mery Laura Chambi). The purpose of this type of research is to study the degree of association or relationship that exists between two or more concepts, categories or variables in a particular context (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

“The explicative research goes beyond the description of phenomena or concepts or the establishment of relations between concepts. They are directed to answer the

causes of social events and physical phenomena” (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, pp. 83-84). (Trans. By Mery Laura Chambi). Explicative research aims to establish the causes of events or phenomena that are studied (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi).

“The descriptive research seeks to specify properties, characteristics, and profiles of individuals, groups, communities, processes, objects or any other phenomenon that is subject to analysis” (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, p. 80). (Trans. By Mery Laura Chambi). The main objective of this type of research is to analyze and describe concepts or variables that are being studied (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, p. 80). (Trans. By Mery Laura Chambi)

The type of research in this thesis is **descriptive** because the researcher has described the influence of pedagogical translation in writing production for students that are learning English as a foreign language.

3.3 DESIGN OF THE RESEARCH

“Design is the plan or strategy created to get the information needed” (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, p. 120). (Trans. By Mery Laura Chambi). According to Yin (2014), Research Design is the logical sequence that connects the empirical data to a study’s initial research question and to its conclusions. The collection and analysis of data are important elements of the research that bind together these initial questions and final conclusions (Yin, 2014). There are different types of research designs according to the type of study that is being carried out.

The transversal descriptive design examines the variations experienced by the object or variable at a particular point in time. It establishes the conditions and properties of the variable and studies these characteristics (presence, frequency, level, and type) (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi)

The transversal correlational design helps to identify whether there is a relationship between two or more variables at a given time. (Tintaya Condori, 2008)(Trans. By Mery Laura Chambi). It examines how the extent of variations in a variable (X) affects another variable (Y) and vice versa. In this design, there are no dependent variables or independent variables. They are expressed as variable one (V1) and variable two (V2) by which one is absolute cause of another (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi)

The transversal causal design recognizes that there is a causal relationship between two or more variables at a given time. It examines how the dependent variable (DV) is influenced by the independent variable (IV) (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi).

The longitudinal design seeks to investigate the variations undergone by the object during a period of time. It observes the evolution and the transformation experienced by properties and relations of an object from one moment to another time from an early stage through intermediate stages until a stage considered final (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi).

The ethnographic design seeks to develop activities (such as interviews, observations, and content analysis) aimed to understand the complexity and diversity of a given reality with the intention of interpreting the culture. It seeks to understand the experiences of people living in a specific and distinctive way in order to capture meanings and rules of social action in a particular context (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi)

The action-research design articulates the knowledge of the problems with the action to solve them. It aims to transform situations or processes that are identified as problematic. Action means to change an organization, situation, or problem and research means to generate knowledge and understanding (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi).

The Participatory-action-research design seeks to understand the world in a collaborative way to promote change. It aims to obtain reliable and useful results to improve collective situations based on the investigative research from the participation of different groups (Tintaya Condori, 2008). (Trans. By Mery Laura Chambi).

The case study design is an intensive and in-depth examination of various aspects of the same phenomenon. It takes the unique individual or social unit as the universe of research and relies on tests and observations to assess a hypothesis. (Anguera, 1987 & Perez, 2001, inTintaya Condori, 2008). (Trans. By Mery Laura Chambi).

A Case Study "... is an empirical inquiry that investigates a contemporary phenomenon (the "case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (Yin, 2014, p. 16). Case studies arises out of the desire to understand complex social phenomena. It allows researchers to focus on a case and retain a holistic and real-world perspective such as studying individual life cycles, small group's behaviors, or school performance (Yin, 2014). It copes with the technically distinctive situation in which there will be many more variables of interest than data points yet allows the information to be summarized into a single result. It relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, to reaffirm the result. It benefits from the prior development of propositions to guide data collection and analysis (Yin, 2014)

This research has utilized a **case study design** because we wanted to understand the influence of pedagogical translation as a tool when students from CETI wrote persuasive essays in a foreign language as well as their opinions about it.

3.4 REQUIREMENTS FOR CASE STUDY DESIGN

According to Yin (2014) any research design is supposed to represent a logical set of statements and a case study should not be an exception. The author believes that

validity and reliability are as important as in any other kind of research. The researcher can judge the quality of any design according four tests: construct validity, internal validity, external validity, and reliability.

3.4.1 Construct validity.

Construct validity is establishing correct operational measures for the phenomena being studied. In order meet the test of construct validity, a researcher must be sure to select the specific types of changes that are to be studied and demonstrate that the selected measures of these changes do indeed reflect the specific types of changes that have been selected. It refers to the quality of the conceptualization or operationalization of the relevant concept. This needs to be considered during the data collection phase (Yin, 2014).

There are a number of strategies for ensuring construct validity according to the author such as multiple source of evidence, chain of evidence, and to have key informants review draft case study report. Using multiple sources of evidence in a case study research allows a researcher to attain the desired triangulation due to the fact that the intersection of different reference points can be used to calculate the precise location of an object. In other words, a case study finding or conclusion is more accurate if it is based on several different sources of information (Yin, 2014).

Data triangulation helps to strengthen the construct validity of a case study. The multiple sources of evidence provide accuracy. Thus, this research uses multiple sources of evidence which are: writing tests of foreign language students, questionnaires, and qualitative observation:

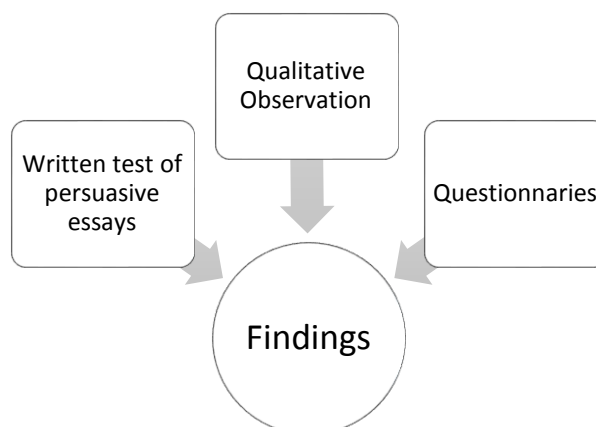


Figure 4. Data triangulation.

3.4.2 Internal validity.

Internal validity refers to the data analysis phase. The concern over internal validity, for case study research, is because of the inferences. A case study involves an inference every time a factor cannot be directly observed. Specific tactics for achieving results are difficult to identify when doing case study research (Yin, 2014). According to Trochim (2016) it is the approximate truth about inferences regarding cause-effect or causal relationships. Thus, internal validity is only relevant in studies that try to establish a causal relationship. It's not relevant in most observational or descriptive studies, for instance. But for studies that assess the effects of social programs or interventions, internal validity is perhaps the primary consideration. In those contexts, the aim would be to conclude if your program or treatment made a difference.

Three tactics are suggested; pattern matching, explanation building and using logic models by Yin (2014):

Pattern matching for case study analysis is one of the most desirable techniques to use logic. The logic compares an empirically based pattern- in other words, one based on the findings from your case study- with a predicted one made before the collection of the data. If the empirical and predicted patterns appear to be similar, the results can help a case study to strengthen its internal validity (Yin, 2014).

Explanation building is another analytical technique that has the goal to analyze the case data by building and explaining the case. The procedure is mainly relevant to explanatory case studies and its goal is not to conclude a study but to develop ideas for further study (Yin, 2014).

Logic model is a technique that stipulates and operationalizes a complex chain of occurrences or events over an extended period of time. The events are staged in repeated cause-effect-cause-effect patterns, in which a dependent variable at an earlier stage

becomes the independent variable for the next stage. Moreover, it consists of matching empirically observed events to theoretically predicted events (Yin, 2014).

This research uses **Pattern Matching** due to the fact that it will compare the findings of the research with the hypothesis made by the researcher.

3.4.3 External Validity.

External validity is grounded in the intuitive belief that theories must be shown to account for phenomena not only in the setting in which they are studied but also in other settings. If neither single nor multiple case studies allow for statistical generalization, this does not mean that case studies are devoid of analytical generalization. Analytic generalization can be based on either (a) corroborating, modifying, rejecting, or advancing theoretical concepts that were referred in designing a case study or (b) new concepts that arose upon the completion of your case study. That way the generalization is at a conceptual level (Yin, 2014).

This research is generalizable to a theoretical level and not to population or universe. The generalization of this study is to validate concepts that were referred.

3.4.4 Reliability.

Reliability involves demonstrating that the operations of a study, such as data collection procedures, can be repeated with the same results. If a later research follows the same procedures as described by the earlier researcher and conducts the same study again, the results and conclusions should be the same. In conclusion, the key words for reliability in a case study are transparency and replication by producing a **case study protocol** – a report that specifies how the entire research has been conducted (Yin, 2014).

Therefore, to ensure this research has no problems with reliability, we followed a **case study protocol** (see appendix F p.173) which specifically laid out the guidelines for each stage of the study.

3.5 TYPES OF CASE STUDIES DESIGNS

Traditionally, case study research has not usually included the idea of having formal designs as compared with other types of researches. However, it has been suggested by Yin (2014) that the use of a case study research design makes a case stronger. There are four types of case study designs: Single-case (holistic) design, Single-case (embedded) design, Multiple-case (holistic) designs, and Multiple-case (embedded) designs.

The term “case study” can refer to two primary types of case study designs: single- or multiple-case. We also can choose to keep our case holistic or to have embedded sub-cases. Holistic or embedded case studies represent another two types of case study design, which can exist with either single- or multiple-case studies. The two-by-two combination produces four basic designs for case studies (Yin, 2014).

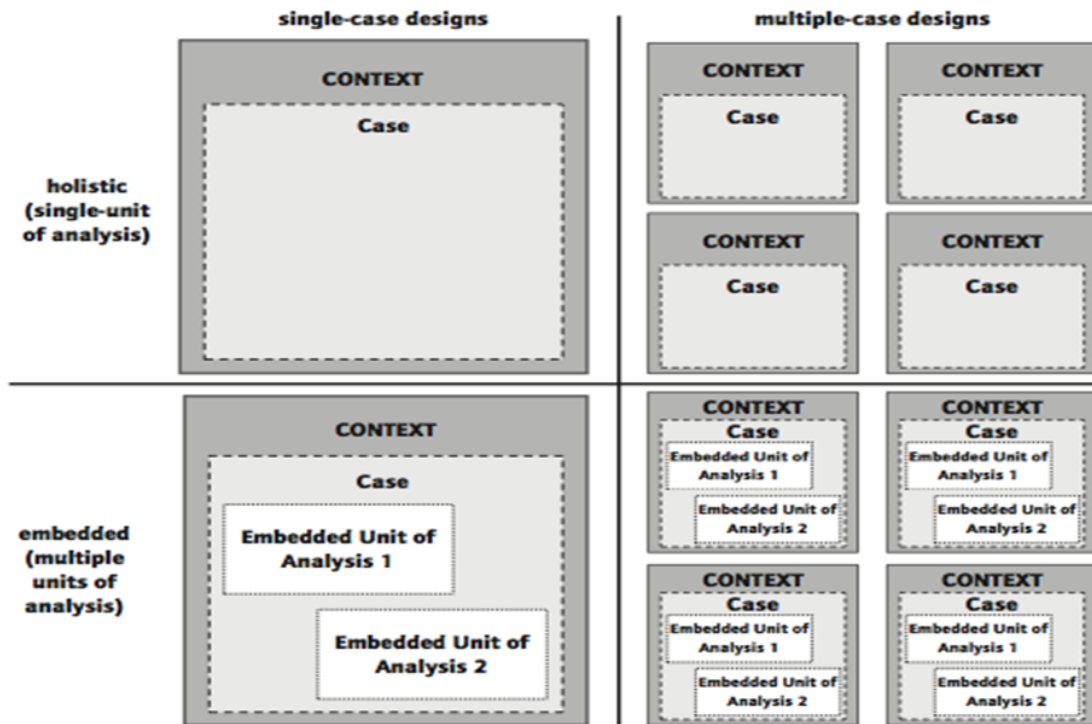


Figure 5. Case study designs. It was retrieved from (Yin, 2014, p. 50) which source was COSMOS Corporation.

3.5.1 Multiple-case designs versus single-case designs.

According to Yin (2014) multiple-case design is often considered more compelling. Multiple cases studies are similar to multiple experiments. After collecting findings from a single experiment, it is possible to replicate the experiment findings by conducting additional experiments. Some of the replication might follow the exact conditions of the main experiment and others might alter conditions that are considered unimportant to the original experiment to see if the finding could be still duplicated. This type of research design can require extensive resources and time.

Single-case designs focus careful attention to the specific case that has been studied to ensure an accurate assessment. According to Yin (2014), single-case study is similar to a single experiment and therefore many of the same conditions that justify a single experiment can also justify a single-case study. It is important to know that single-

case study designs are appropriate under the following single-case rationales: unusual, common, revelatory, longitudinal, or critical case.

The first rationale is the **unusual case**, which mostly occurs in clinical psychology where a specific injury may be so rare that any single case is worth documenting and analyzing. The second rationale is the **common case** (Yin, 2014). Its main objective is to capture the circumstances and conditions of an everyday or commonplace situation. The lessons learned from these cases are informative about the experiences of an average person or institution. The third rationale is the **revelatory case** (Yin, 2014). This kind of situation exists when the researcher has an opportunity to observe and analyze a phenomenon previously inaccessible to be studied on the grounds of its revelatory nature. The fourth rationale is the **longitudinal case** which refers to studying the same single case at two or more different points in time. The fifth rationale for a single case is when it represents the **critical case** in testing a well formulated theory, theoretical propositions, or hypothesis (Yin, 2014). That is to say the theory should have specified a set of circumstances within which their hypotheses are believed to be true. Thus, the single case then can be used to determine whether the theoretical propositions or hypotheses are correct or whether some alternative set of explanations might be more relevant (Yin, 2014).

Therefore this research considers appropriate to have *single-case study* with a **critical case** because the results determines whether the hypothesis is correct or another alternative of explanation might be more relevant.

3.5.2 Holistic versus embedded case studies.

Even though a case study might be about a single organization, such as one classroom, one school, and so on, the analysis might include several outcomes. There are two variants in a single or a multiple case study which are holistic and embedded case studies, and each have their strengths and weakness (Yin, 2014).

The holistic design is mostly used when no logical subunits can be identified or when the nature of the study itself is holistic. Also, the initial study question may be aimed in one direction, but the case may yield unexpected results and redirect the research. In order to avoid the slippage of the research question, it is recommended by the author to have subunits and to use the embedded design (Yin, 2014).

The embedded case study contains more than one sub-unit of analysis allowing a more detailed level of inquiry. The subunits can often add significant opportunities for extensive analysis. However, focusing too much on the subunits may cause the research to lose sight of the higher level objective (Yin, 2014). This type of design is more appropriate for descriptive studies.

This research has one subunit of analysis that enhances the insights of the study.

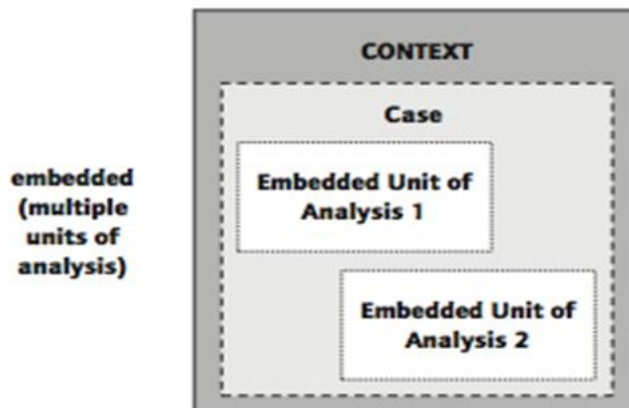


Figure 6. Embedded design. It was retrieved from (Yin, 2014, p. 50) which source was COSMOS Corporation.

3.5.3 Context of the case study.

Due to the fact that this case study research aims to understand real-world scenario, this thesis is categorized as a **field case** because it takes place in an actual classroom in a natural setting.

3.6 UNITS OF ANALYSIS –THE “CASE”

The classic case studies usually focus on an individual person as the case. Information about the relevant individual would be collected, and several such individuals or “cases” might be included in a multiple-case study. The case can also be small groups, communities, decisions, programs, organizational changes or specific events (Yin, 2014).

The units of analysis that were studied in this case study research were English Foreign language students of the 6.3 English level from CETI “Centro de Enseñanza y Traducción de Idiomas.” They all have an advanced English level and understand how to write persuasive essays. The students have used translation as a tool in EFL for persuasive essays.

3.7 POPULATION AND SAMPLE

In this section of the methodology, we specify the characteristics of the population and the sampling procedure.

3.7.1 Population.

Population, also known as universe, is the entire group of units taking part in the study (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi). In this study, the population was 8 students in 6.3 English level of CETI “Centro de Enseñanza y Traducción de Idiomas” enrolled in 2014. They have an advanced English level and they are familiar with writing persuasive essays. This satisfies the parameter of equality considering that all the participants are expected to have the same level of English and knowledge about writing essays. The English level of the students was verified by their score records with the current teacher of the participants.

3.7.2 Sample.

Samples for qualitative studies are much smaller than the ones used in quantitative studies. More data will not significantly change the results, and as the study progresses, more data does not necessarily lead to more information. This is because one occurrence of a piece of data is all that is necessary to ensure that it becomes part of the analysis framework. Frequencies are rarely important in qualitative research because qualitative research is concerned with meaning and not making generalized hypothesis (Mason, 2010).

Glaser and Strauss (1967) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. Other guidelines have also been recommended. For an ethnography, Morse (1994) suggests approximately 30 - 50 participants. For grounded theory, Morse (1994) has suggested 30 - 50 interviews, while Creswell (1998) suggests only 20 - 30. And for phenomenological studies, Creswell (1998) recommends five to 25 and Morse (1994) suggests at least six. There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 1990). (Mason, 2010).

Non-probabilistic sampling is typically used in qualitative researchers. The choice of the elements does not depend on the probability. On the contrary, it depends on the characteristics of the investigation. (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010, p. 126) (Trans. By Mery Laura Chambi) There are four types of sampling under the non-probabilistic sampling: *Quota sampling* where the entire population is segmented into mutually exclusive groups; *Judgment sampling or purposive sampling* where the selection of a unit from a population is based on the judgment of an experienced researcher; *Snowball sampling* involves the selection of additional respondents and it is used with low incidence or rare populations; and

Convenience sampling where the selection of units from the population is based on their easy availability and accessibility to the researcher (Francis, 2014).

This study considered the non-probabilistic technique with the **convenience sampling type**. This population was selected because the units from this population are easily available, accessible, and cost effective. The population of this study was 8 students who are in English level 6.3 of CETI “Centro de Enseñanza y Traducción de Idiomas.” The information was provided by the Computing Office CETI” based on the official lists of students registered at this department.

<p>Writing directly in English</p> <p>4 participants</p>	<p>Writing using pedagogical translation as a tool</p> <p>4 participants</p>
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Chart 1. Participants.

3.8 INSTRUMENTS

The instruments were selected according to the nature of the research.

3.8.1 Test.

The writing examinations were built to test the participant’s quality of composition (based on focus, organization, support and elaboration, style and conventions) when writing persuasive essays (see appendix A and B). A specific scoring procedure was used based on the nature of this research. According to Cushing Weigle (2011), there are three main types of rating scales that are considered suitable in composition literature. They are: **primary trait scoring**, **holistic scoring**, and **analytic scoring**.

3.8.1.1 Primary trait scoring.

Primary trait scoring is associated with the work of Lloyd-Jones (1977) for the National Assessment of Educational Progress (NAEP), a large-scale testing program for

schools in the US. For this type of scoring, it is important to understand how well students can write within a narrowly defined range of discourse such as persuasion or explanation. The rating scale is defined with respect to the specific writing assignment and essays are judged according to the degree of success with which the writer has carried out the assignment. The scoring rubric includes: a) writing task; b) a statement of the primary rhetorical trail such as persuasive essay; congratulatory letter and so on; c) hypothesis about the expected performance on the task; d) a statement of the relationship between the task and the primary trait; e) a rating scale which articulates levels of performance; f) sample writing at each level; g) an explanation of why each writing was scored as it was (Cushing Weigle, 2011).

3.8.1.2 Holistic scoring.

Holistic scoring is based on the overall impression of the writing. Each writing is read quickly and then judged against a rate scale that outlines the scoring criteria. The scoring system is completed by a set of anchor or benchmarks writings at each level that are intended to exemplify the criteria for that level and rates are carefully chosen to adhere to the system when scoring writings. A well-known example of holistic scoring is the scale used for TOEFL writing test: TOEFL writing scoring guide (Cushing Weigle, 2011).

The scale contains descriptors of the syntactic and rhetorical qualities of six levels of writing proficiency. They can be designed to focus on the reader's attention on certain aspects of writing, depending on what is deemed more essential. However, it can have several disadvantages such as not providing useful diagnostic information including control of syntax, depth of vocabulary, organization and so on (Cushing Weigle, 2011).

3.8.1.3 Analytical scoring.

In **analytical scoring**, writings are rated on several aspects or criteria rather than giving a single score. Depending on the purpose of the assessment, the writing might be rated on features such as content, organization, cohesion, register, vocabulary, grammar, or mechanics. This allows a depth of analysis when scoring. One of the best known and most widely used analytic scales in ESL was created by Jacobs et al (1981). His scale has been adopted by many writing programs due to the detailed scoring rubric (Cushing Weigle, 2011).

The **primary trait scales** are specific to a particular writing task, while **holistic and analytical scales** can be used for grading multiple tasks. However, analytical scoring schemes provide more information about the test takers performance in different aspects. Therefore, we used the **Jacob's 1981** analytical scoring profile which was adapted for the purpose of the case study research.

Table 13

Analytic scoring profile

ESL COMPOSITION PROFILE				
STUDENT:		DATE:	TOPIC:	
SCORE	LEVEL	CRITERIA	COMMENTS	
CONTENT	30-27	EXCELLENT TO VERY GOOD: Knowledgeable*substantive* thorough development of thesis* relevant to assigned topic		
	26-22	GOOD TO AVERAGE: some knowledge of subject*adequate range* limited development of thesis*mostly relevant to topic, but lacks detail		
	21-17	FAIR TO POOR: limited knowledge of subject*tittle substance*inadequate development of topic		
	16-13	VERY POOR: does not show knowledge of subject* non- substantive* not pertinet* Or not enough to evaluate		
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: Fluent expression* ideas clearly stated/ supported* succinct* well-organized*logical sequencing* cohesive		
	17-14	GOOD TO AVERAGE: Somewhat choppy* loosely organized but main ideas stand out* limited support* logical but incomplete sequencing		
	13-10	FAIR TO POOR: non-fluent* ideas confused or disconnected* lacks logical sequencing and development		
	9_7	VERY POOR: does not communicate* no organization* Or not enough to evaluate		
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: Sophisticated range* effective word/ idiom choice and usage* word from mastery* appropriate register		
	17-14	GOOD TO AVERAGE: adequate range* occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>		
	13-10	FAIR TO POOR: limited range* frequent errors of word/idiom form, choice, usage* <i>meaning confused or obscured</i>		
	9_7	VERY POOR: essentially translation* little knowledge of English vocabulary, idioms, word form* Or not enough to evaluate		
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions*few errors of agreement,tense,number, word order/function,articles,pronouns,prep.		
	21-18	GOOD TO AVERAGE: effective but simple constructions*minor problems in complex constuctions*several errors of agreement,tense,number, word order/function,articles,pronouns,prep. <i>but meaning seldom obscured</i>		
	17-11	FAIR TO POOR: major problems in simple/complex constructions*frequent errors of negation,agreement,tense,number,word order/function,articles, pronouns,prepositions and/or fragments,run-ons,deletions* <i>meaning confused or obscured</i>		
	10_5	VERY POOR: virtually no mastery of sentence construction rules* dominated by errors*does not communicate*Or not enough to evaluate		
MECHANICS	5	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions* few errors of spelling, punctuation, capitalization, paragraphing		
	4	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscure</i>		
	3	FAIR TO POOR: frequent errors of spelling. Punctuation, capitalization, paragraphing* poor handwriting* <i>meaning confused or obscured</i>		
	2	VERY POOR: no mastery of conventions*dominated by errors of spelling, punctuation, capitalization,paragraphing*handwriting illegible* Or not enough to evaluate		
TOTAL SCORE		READER	COMMENTS	

Note. It was retrieved from Jacob's 1981 mentioned in (Cushing Weigle, 2011, p. 116)

Table 14
Analytic EFL composition, scoring profile

EFL COMPOSITION PROFILE			
STUDENT: SCORE	LEVEL	CRITERIA	DATE: TOPIC:
FOCUS	5	EXCELLENT TO VERY GOOD: Knowledgeable* Substantive thorough development of thesis* Relevant to assigned topic	
	4	GOOD TO AVERAGE: Some knowledge of subject* Adequate range* Limited development of thesis* Mostly relevant to topic, but lacks detail	
	3	FAIR TO POOR: Limited knowledge of subject* Little substance* Inadequate development of topic	
	2	VERY POOR: Does not show knowledge of subject* Non-substantive* Not pertinent* Or not enough to evaluate	
ORGANIZATION	5	EXCELLENT TO VERY GOOD: Fluent expression* Concise* Text structures with logical sequencing* Cohesive elements: lexical cohesion, grammatical cohesion and article reference	
	4	GOOD TO AVERAGE: Somewhat choppy* Text structures loosely organized but main ideas stand out* Logical but incomplete sequencing* Somewhat cohesive	
	3	FAIR TO POOR: Non-fluent* Lacks logical sequencing and development	
	2	VERY POOR: Does not communicate* No organization * Or not enough to evaluate	
SUPPORT AND ELABORATION	5	EXCELLENT TO VERY GOOD: Ideas clearly stated/supported* Sufficiency: sufficient details* Relatedness: good and relevant details	
	4	GOOD TO AVERAGE: Ideas somewhat stated, limited support* Sufficiency: limited details* Relatedness: limited good and relevant details	
	3	FAIR TO POOR: Ideas confused or disconnected* Sufficiency: not enough details* Relatedness: not relevant details	
	2	VERY POOR: Does not stay on topic* No details or not enough to evaluate	
STYLE	5	EXCELLENT TO VERY GOOD: Sophisticated range* effective word/ idiom choice and usage* Word form mastery* Appropriate register	
	4	GOOD TO AVERAGE: Adequate range* Occasional errors of word/idiom form, choice, and usage	
	3	FAIR TO POOR: Limited range* Frequent errors of word/idiom form, choice, and usage	
	2	VERY POOR: Essentially translation* Little knowledge of English vocabulary, idioms, word form* Or not enough to evaluate	
CONVENTIONS	5	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions* Mechanical components: few errors of spelling, punctuation, and capitalization. Construction of well-formed sentences, paragraphs, and texts* Usage: few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions* Sentence formation: effective with complex and simple constructions	
	4	GOOD TO AVERAGE: Mechanical components: Occasional errors of spelling, punctuation, and capitalization. Acceptable construction of sentences, paragraphs and texts* Usage: several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions* Sentence formation: effective but simple constructions* minor problems in the constructions	
	3	FAIR TO POOR: Mechanical components: frequent errors of spelling, punctuation, and capitalization. Inadequate construction of sentences, paragraphs and texts* Usage: frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments* Sentence formation: major problems in simple/complex constructions	
	2	VERY POOR: No mastery of conventions* Dominated by errors of spelling, punctuation and capitalization. Very weak construction of sentences, paragraphs and texts* Virtually no mastery of sentence construction rules* dominated by errors* Does not communicate	
TOTAL	SCORE:	READER:	

Note. It was based on Jacob's 1981 ESL composition profile which was adapted by Mery Laura Chambi

3.8.1.4 *The topic and time.*

The topic of both written tests was based on the following considerations: Style of topic (the way the writing is dressed up or dressed down to specific context, purpose, or audience), Students' familiarity to the topic (the writers' success may also depend on their familiarity with the topic within each language), and Cultural neutrality (it was important participants do not feel offended by the topic). This avoided potential problems for the participants at the time of writing.

<p>Considerations:</p> <ul style="list-style-type: none"> • Style of the topic • Participants' familiarity to the topic • Cultural neutrality 	<p>Topic:</p> <p>Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.</p>
---	--

Chart 2. Topic.

The time allowed for both processes of writing was decided by the researcher's own experience and the experience of the participants in the pilot session. The researcher wrote the essay with the use of translation and without it. That was done in order determine how much time was needed to write a persuasive essay. Afterwards, the time was doubled in order to have a reasonable amount of time for the participants in the pilot session. The time that participants in the pilot session required in order to finish the writing tasks determined the final time used with the participants in this research.

Table 15

Time

Writing through Spanish translation (4 participants) - 60 minutes	Writing directly in English (4 participants) - 50 minutes
20 minutes to write in L1 30 minutes to translate into English	40 minutes to write in English 10 minutes to correct

10 minutes to correct	
60 minutes total	50 minutes total

3.8.1.5 Extra material.

It is important to clarify that the participants were already familiar with writing persuasive essays. As part of the curriculum, their English teachers had already covered how to write different types of essays. To ensure the participants remember how to write persuasive essays, extra material was provided to both groups of participants one week prior to the written test for review (see appendix E p.165).

3.8.2 Questionnaires.

Questionnaires can be used to either gather quantitative or qualitative data and they are also effective at reducing interviewer bias because there are “no verbal or visual clues” that could influence a respondent to answer in a certain way. Qualitative questionnaires were used to gather facts about participants’ experiences when writing persuasive essays with the direct method and with the use of pedagogical translation as a tool. The questionnaire were designed in such a way that participants had freedom to express their views in response to the questions asked without any external influences (Reja, Manfreda, & Valentina Hlebec, 2003). The two different open-ended questionnaires were applied at the end of each writing test for both groups to allow the respondents to provide honest feedback about the writing process.

3.8.2.1 Questionnaire for participants who wrote directly in English.

This questionnaire was developed in order to understand the participants’ experiences and opinions about the direct approach as well as determine if Spanish was indirectly relied on for their composition. For this reason, we designed open-ended questions that allowed participants to express their point of views (see appendix C p.157). These questions were suitable for tracking participant’s opinion about the subject matter (Reja, Manfreda, & Valentina Hlebec, 2003).

3.8.2.2 Questionnaire for participants who used pedagogical translation as a tool.

This questionnaire was developed in order to understand the participants' experiences and opinions about the influence of pedagogical translation usage in their writing task as well as any perceived disadvantages of this method. For this reason, we designed open-ended questions that allowed the participants to express their point of views (see appendix D). These questions were suitable for tracking participant's opinion about the subject matter (Reja, Manfreda, & Valentina Hlebec, 2003, p. 161).

3.8.3 Qualitative Observation.

This method of data collection is the systematic, valid and reliable record of observable behaviors and situations. It describes the quality of a study without expressing numerical values (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans. By Mery Laura Chambi). An observational evidence is often useful in providing additional information in order to provide a "written photograph" of the situation under study by observing and writing everything that is considered relevant. It involves carefully examining the setting and seeking to understand observations in depth (Crossman, 2016). In this study, the researcher wanted to collect information about the use of pedagogical translation as a tool when writing persuasive essays.

The following chart summarizes the methodology of this research:

APPROACH:	Mixed method (quali-quantitative)
TYPE OF RESEARCH:	Descriptive
DESIGN:	Case-study
TYPE OF DESIGN:	Single-case (embedded)
CONTEXT:	Real-case
SAMPLING:	Convenience Sampling Type
INSTRUMENTS:	a) Writing tests (persuasive essays) b) Qualitative Questionnaires c) Qualitative Observation

Chart 3. Methodology.

CHAPTER IV

DATA COLLECTION

4.1 DATA COLLECTION

The objective of collecting data is to prove our hypothesis. Due to the fact that this is a case study research, the evidence came from three different sources in order to understand the influence of pedagogical translation when writing persuasive essays. The sources are: written tests of persuasive essays, questionnaires, and qualitative observation. The research is based on one context with two subunits as the sample. There were two groups of participants: One group of participants (subunit) wrote persuasive essays directly in English and the second group of participants (subunit) wrote persuasive essays first in Spanish and then translated them into English. The differences in the quality of both writing processes were analyzed based on a defined analytical scoring system. This research took into account the participant's level of English and ensured that all of them knew how to write persuasive essays.

4.2 PILOTING

Piloting was arranged for testing the instruments of this research and especially for testing the techniques of analysis. The piloting was designed around two days. The first day was a session of two hours where participants were divided into two groups. One group had two participants who wrote the essay directly in English while the other group had two participants who wrote the essays using pedagogical translation. The objective of the piloting was to evaluate the quality of writing when using pedagogical translation. Importantly, the participants had the following two characteristics. First, the participants were familiar with writing persuasive essays and the researcher did not need to teach them this skill. Secondly, they had an advanced English level which allowed them to only focus on their writings. On the second day, the researcher sent out a questionnaire to the participants' e-mails in order to understand their opinions after writing both directly in English and with the use of pedagogical translation as a tool.

The Pilot was useful in order to evaluate the instruments we used in this study. We found that they were built in an effective way because they measured what we required. After the piloting, we decided to include qualitative observation to the study in order to obtain additional data to support our thesis. We will describe what happened in the two sessions of piloting in more detail.

4.2.1 Session 1. The persuasive essay test.

Participants were informed about the study by the researcher. One week before the written test, handouts about persuasive essays were distributed for review. On the actual day, the researcher asked for two volunteers who were willing to use pedagogical translation as a tool for their composition and two volunteers who wanted to write directly in English. The next step was to allow the participants to work on their compositions. It was clearly evident that participants who were using pedagogical translation were positively motivated by being able to use their mother tongue. They succeeded in having better quality compositions compared with the participants who did not use pedagogical translation as a tool.

The topic of the essay took into consideration: the style of the topic, participants' familiarity to the topic and cultural neutrality in order to avoid issues. Both groups of participants were asked to write a 150-word persuasive essay on the following topic:

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

The first group of participants started with the composition without further explanation due to the fact that writing directly in English was a familiar exercise. They had 50 minutes to finish the essay (40 minutes to write the essay and 10 minutes for revision). The second group of participants needed an explanation before starting their

compositions. The researcher clarified the used of pedagogical translation as a tool as well as how it should be used by giving them the following directions:

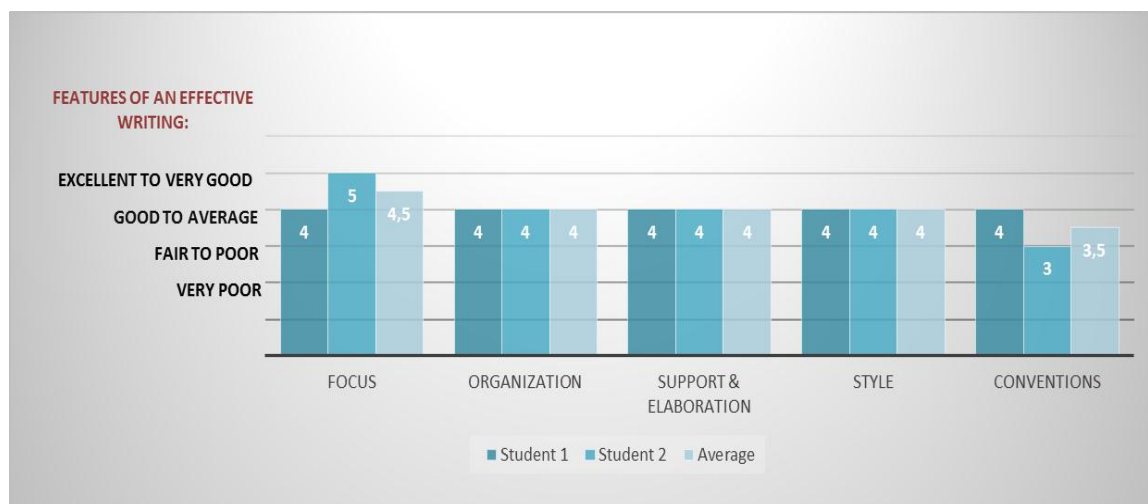
Whenever you are translating, remember that it is very important to translate the meaning and not literally. For example: The literal translation of “ser pan comido” is “to be bread eaten” though it means that something is very easy to do. It is the English equivalent of saying something is a piece of cake.

They had 70 minutes to finish the essay including the Spanish version (20 minutes to write the Spanish draft, 40 minutes to write the English version and 10 minutes for revision).

After both groups finished their essays, it was decided that the time allowed for the group that used pedagogical translation would be adjusted. It turned out that they did not need 20 minutes to write the Spanish version but rather completed the activity within 10 minutes.

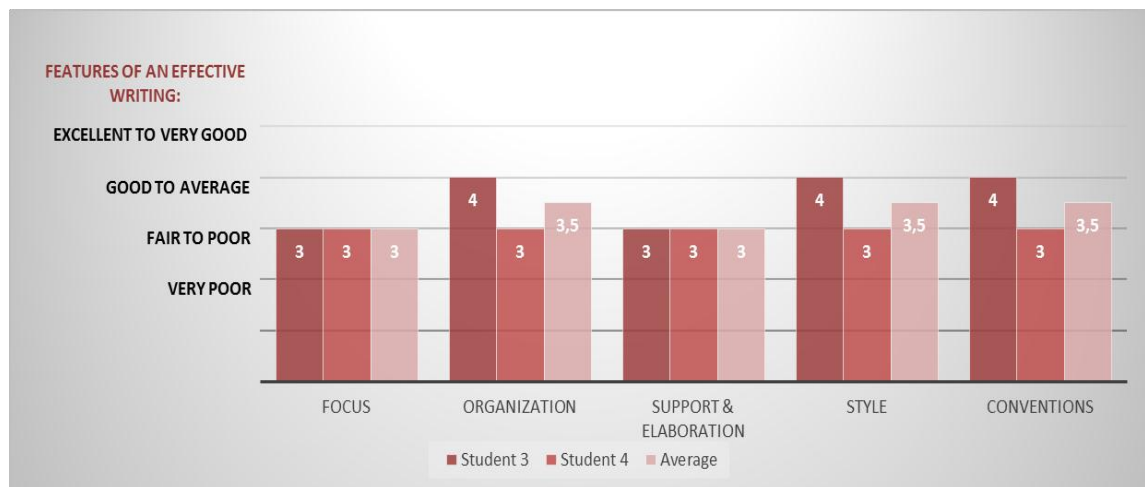
Results

The piloting had four participants divided into two groups. A summary of the results is shown in graphic 1:



Graphic 1. Essay written with the use of pedagogical translation. Participant results in writing test with the use of translation as a tool.

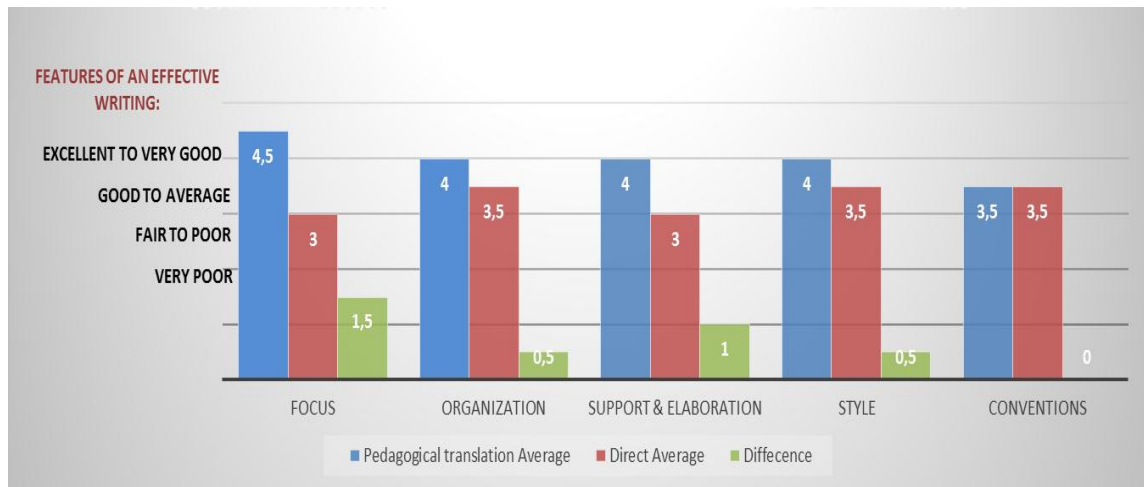
For group 1, **Focus** had an average of 4.5 signifying that the participants' writings established a single focus and sustained it throughout the piece. **Organization** had an average of 4 signifying that the structure helped the readers fulfill the expectations for the text making it easy for them to follow. **Support and elaboration** had an average of 4 signifying that their ideas were somewhat stated with limited but adequate support and limited but relevant details. The **Style** of the group who used pedagogical translation had an average of 4 meaning the participants showed adequate range of vocabulary with occasional errors of word/idiom choice. Finally, **Conventions** had an average of 3.5 meaning they had frequent errors of spelling, punctuation, capitalization and several errors of agreement, tense and number.



Graphic 2. Essay written directly in English. Participant's results in writing test without the use of translation.

In Graphic 2, the results reflected lower composition quality compared with the group that used translation. **Focus** had an average of 3 because the participants did not have a clear focus with the essay degenerating into a list of loosely related facts with no central idea to hold them together. **Organization** had an average of 3.5 which reflected a poorly organized piece that led the readers to confusion. **Support and elaboration** had an average of 3 meaning the essays did not have enough details. **Style** had an average of

3.5 meaning the participants had a limited range and frequent errors of word/idiom choice and usage. Finally, **Conventions** had an average of 3.5 signifying they had frequent errors of spelling, punctuation, capitalization and several errors of agreement,



tense and number.

Graphic 3. Writing with pedagogical translation vs directly in English. The difference in the quality of writing of both groups.

The results presented in Graphic 3 compare the quality of the writings with the use of pedagogical translation and directly in English. **Focus** had a difference of 1.5 which showed that the writing of the participants who used pedagogical translation were mostly relevant to the topic whereas the other group had inadequate development of topic. **Organization** had a difference of 0.5 which reflected that the writing of the group that used translation had reasonably organized structures with the main ideas standing out whereas the other group's writings lacked logical sequencing and development. **Support and elaboration** had a difference of 1 which showed the writings with translation had ideas somewhat stated with limited details and limited relevant details whereas the other participants had disconnected ideas. **Style** had a difference of 0.5 which showed the writing with translation had adequate range with occasional errors in words or idioms whereas the other group had limited range with frequent errors of word

and idioms. Finally, **Conventions** showed no difference which suggests that pedagogical translation does not influence in the quality of conventions when writing.

4.2.2 Session 2. Questionnaires.

Participants at the end of session 1 were asked to provide their e-mail address to the researcher to receive a questionnaire. The participants were given 24 hours to reply with their answers. Two different open-ended questionnaires were provided for each group in the study.

The results were as follows:

Table 16

Questionnaire about writing directly in English

Q1. Do you feel it is easy for you to write in English? If not, please list your reasons.			
When I wrote the persuasive essay, I had trouble with:			
CATEGORY	SUBCATEGORY		TIMES MENTIONED
Focus	Getting ideas to write.		2
	Writing about the main idea.		
Organization	Organizing my ideas.		2
	Connecting my sentences and paragraphs.		
Support & Elaboration	Mentioning enough supporting sentences.		2
	Writing relevant sentences.		
Style	Finding the right words to express ideas fluently.		1
Q2. When you wrote your persuasive essay, did you ever think in Spanish or use Spanish as a reference? If yes, please list the reasons you relied on Spanish. I relied on Spanish to:			
CATEGORY	SUBCATEGORY		TIMES MENTIONED
Focus	Establish a clear point of view.		2
	Avoid refuting the topic of my essay.		
Organization	Organize my ideas.		2
	Relate my paragraphs to each other.		
Support & Elaboration	Make sure I am supporting the topic of my essay.		2
	Get more ideas.		
Style	Find the right words to use in my sentences.		1
Q3. Do you think that writing in English without thinking or relying on Spanish helps you have a better Composition? If yes, please list your reasons:			
CATEGORY	SUBCATEGORY		TIMES MENTIONED
Style	I become better at writing.		1
Language Improvement	I practice more English.		1
Q4. What did you see as the disadvantages of writing in English without thinking or relying on Spanish?			
CATEGORY	SUBCATEGORY		TIMES MENTIONED
Focus	My writing appears like lists of ideas.		1
Organization	My thoughts are everywhere.		1

Table 17

Questionnaire about writing with the use of pedagogical translation

Q1. Do you think writing your first draft in Spanish and then the final version into English makes it easier for you to complete an English composition? If yes, please list your reasons
 When I wrote the Spanish version into English, it was easier to:

CATEGORY	SUBCATEGORY	TIMES MENTIONED
Focus	Write about the topic.	2
	Know what to write.	
Organization	Organize my ideas.	2
	Connect sentences and paragraphs of my essay.	
Support & Elaboration	Write specific and enough details about the topic.	4
	Have clear ideas in order to support the main idea.	
	Write only about the thesis of the essay.	
	Think about more details about the topic.	
Style	Use the right words to express ideas.	2
	Avoid writing unnecessary words.	

Q2. Do you think writing in Spanish first and then translating into English helped you have a better composition? If yes, please list your reasons. It helped me:

CATEGORY	SUBCATEGORY	TIMES MENTIONED
Focus	Focus only on the main topic.	4
	Establish a clear thesis in my essay.	
	Think about the topic I wanted to communicate.	
	Clarify my main idea.	
Organization	Write an essay with a thesis that is easy to understand.	4
	Have a clear introduction which is crucial.	
	Relate my paragraphs to the thesis of the essay.	
	Bind the components of the essay together.	
Support & Elaboration	Write specific and enough details.	4
	Have a well supported main idea.	
	Get specific with the supporting sentences.	
	Support the thesis with enough details.	
Style	Write sentences more fluently.	2
	Choose words to write more fluently.	
Conventions	Write more complex grammatical structures.	2
	Use complex phrases.	

Q3. What did you see as the disadvantages of writing in Spanish first and then translating into English?

CATEGORY	SUBCATEGORY	TIMES MENTIONED
Conventions	Grammatical mistakes due to the usage of more complex structures.	3
	L1 grammar interference with L2 leading to mistakes.	
	It was difficult to write complex sentences into English.	
Time	It was time consuming.	1

In Table 16, results show that participants think that writing in English without relying on the mother tongue is unnatural. They admitted that they had trouble when writing persuasive essays in focus, organization, support and elaboration, and style, and they ended up translating mentally in their mother tongue as a result. In Table 17, results show that participants think that pedagogical translation made it easier for them to complete their written test. According to their responses, this technique improved focus, organization, support and elaboration, and style.

4.3 THE CASE STUDY DATA

The data collection of this case study took two sessions of two hours each. It used multiple sources of evidence so that (a) the research has confirmatory evidence from two or more sources and (b) the evidence includes attempts to investigate major rival hypotheses or explanations (Yin, 2014).

The case study data collection was performed following these steps:

1. Informing the participants of both groups that they were part of a study.
2. Division of participants into the respective groups. Four participants were instructed to use pedagogical translation and four participants wrote directly in English.
3. Collecting data from both groups over a two day period to complete the activities outlined in the study. This included: Administering the essay test on May 30th, 2014 and sending questionnaires for both groups via e-mail on May 31st, 2014. Observational data was collected on May 30th, 2014 during the writing process.

The writing examinations were built to test the participant's composition quality (focus, organization, support and elaboration, style and conventions) when writing persuasive essays. The objective was to understand if the participant's compositions with the use of pedagogical translation as a tool had a positive effect on quality compared to the participants who wrote directly in English.

The selection of groups was done randomly and ensured unbiased and representative samples. The first participant that arrived went to the pedagogical translation group, the second participant went to the writing directly in English group, and so on. The participants' scores from their English class show that both groups had the very similar characteristics.

4.3.1 Group writing directly in English.

The group that wrote directly in English worked with parameters of a typical writing examination (see appendix A p.128). Participants were asked to write a 150-word persuasive essay on the following topic: **Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.** They started with the composition without further explanation due to the fact that writing directly in English is a typical activity in their regular class. They had 50 minutes to finish the essay (40 minutes to write the essay and 10 minutes for revision). The questionnaire was given after their writing examination.

Participants' essays were assessed with the analytic scoring system in order to evaluate several aspects of writing rather than giving a single score. For the purpose of this research, the essays were rated on the following features: focus, organization, support & elaboration, style, and conventions. Thus, this approach provides detailed information about a participant's performance.

The test was prepared with consideration that the participants belong to English level 6.3 of CETI "Centro de Enseñanza y Traducción de Idiomas." We also took into account that they have already knew how to write persuasive essays due to the fact that writing essays was part of their class and their teacher had already covered this skill.

Table 15 presented below shows the results from the essays written directly in English. Each feature of writing is individually rated: focus, organization, support & elaboration, style, and conventions.

Table 18
Results of the essays written directly in English

Participant 1	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good					
Good to average				4	4
Fair to poor	3	3	3		
Very poor					Total: 17/25
Participant 2	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good					
Good to average				4	4
Fair to poor	3	3	3		
Very poor					Total: 17/25
Participant 3	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good					
Good to average					
Fair to poor	3	3	3	3	3
Very poor					Total: 15/25
Participant 4	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good					
Good to average					4
Fair to poor	3	3	3	3	
Very poor					Total: 16/25

AVERAGE	3	3	3	3.5	3.75
					Total: 16.25

4.3.2 Group using pedagogical translation when writing.

The group that used pedagogical translation as a tool for their compositions worked with parameters of a typical writing examination with the exception that this group had the inclusion of pedagogical translation (see appendix B p.140). The participants of this group were given an explanation of how to use pedagogical translation as a tool prior to the start of their compositions. The following directions were provided: **Whenever you are translating, remember that it is very important to translate the meaning and not literally. For example: The literal translation of “ser pan comido” is “to be bread eaten” though it means that something is very easy to do. It is the English equivalent of saying something is a piece of cake.** They had 60 minutes to finish the essay including the Spanish version (10 minutes to write the Spanish draft, 40 minutes to write the English version and 10 minutes for revision). The questionnaire was given after their writing examination.

Participants’ essays were assessed with the analytic scoring system in order to evaluate several aspects of writing rather than giving a single score. For the purpose of this research, the essays were rated on the following features: focus, organization, support & elaboration, style, and conventions. Thus, this approach provides detailed information about a participant’s performance.

The test was prepared with consideration that the participants belong to English level 6.3 of CETI “Centro de Enseñanza y Traducción de Idiomas.” We also took into account that they have already knew how to write persuasive essays due to the fact that writing essays was part of their class and their teacher had already covered this skill. The difference in this activity was the incorporation of pedagogical translation.

Table 19*Results of the essays written with the use of pedagogical translation*

Participant 1	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good	5				
Good to average		4	4	4	4
Fair to poor					
Very poor					Total: 21/25
Participant 2	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good	5	5	5	5	5
Good to average					
Fair to poor					
Very poor					Total: 25/25
Participant 3	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good	5				
Good to average		4	4		
Fair to poor				3	3
Very poor					Total: 19/25
Participant 4	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good	5	5			
Good to average			4		
Fair to poor				3	3
Very poor					Total: 19/25
AVERAGE	5	4.25	4.25	3.75	3.75

Table 19 shows the results for the essays written with the use of pedagogical translation. Each feature of writing is individually rated: focus, organization, support & elaboration, style, and conventions.

The next chart shows the results and differences in the averages of both groups in the study.

AVERAGE RESULTS:	AVERAGE RESULTS:
Directy in english	Pedagogical translation as a tool
Focus: Fair to poor (3) Organization: Fair to poor (3) Support and elaboration: Fair to poor (3) Style: Fair to poor (3.5) Conventions: Fair to poor (3.75)	Focus: Excellent to very good(5) Organization: Good to average (4.25) Support and elaboration: Good to average (4.25) Style: Fair to poor (3.75) Conventions: Fair to poor (3.75)

Chart 4. Average.

4.3.3 Questionnaires.

The two different open-ended questionnaires were applied at the end of each writing test for both groups to allow the respondents to provide honest feedback about the writing process. The data gathered in this way was helpful for the researchers to understand the participants' experiences and opinions about the use of pedagogical translation as a tool when writing persuasive essays.

In order to analyze the qualitative questionnaires, we used the analysis of content approach. The main idea behind this method is to measure references to specific concepts or themes by identifying the various ways one could express such ideas. This way, the concepts or opinions expressed can be categorized and made objective. (Hernandez Sampieri, Fernadez-Collado, & Baptista Lucio, 2010, pp. 234-235) (Tans.by Mery Laura Chambi)

In both questionnaires, there are subcategories within each main category of Focus, Organization, Support and Elaboration, Style, and Conventions. The responses reflect how many times each category was mentioned.

The questionnaires asked open-ended questions which are qualitative in nature and as a result there is no need for complex statistical analysis. The qualitative nature of the questions provided valuable input from each respondent. The number of participants of this research was small enough such that it was possible to read each unique response and reflect on the information provided. The research benefited from these types of questions because they allowed the respondents to freely answer rather than forcing them into closed-ended questions that could have potentially limited their responses (FluidSurvey Team, 2013).

4.3.3.1 Questionnaire for participants who wrote directly in English.

The questionnaire for the participants who wrote directly in English was developed in order to understand how they felt about using their existing knowledge of Spanish when writing their essays (see appendix C p 157).

The results for the participants who wrote directly in English were as follows:

Table 20
Question 1

Q1. Do you feel it is easy for you to write in English? If not, please list your reasons. When I wrote the persuasive essay, I had trouble with:				
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED	
1	Focus	Getting ideas to write about.		4
		Writing about the topic.		
		Writing about only one topic.		
		Sustaining my main idea throughout my essay.		
2	Organization	Organizing my ideas.		4
		Organizing and connecting my ideas.		
		Not being able to organize the body of my essay.		
		Making the elements of the essay bind together.		
3	Support & Elaboration	Finding enough and adequate details to support the topic.		3
		Mentioning enough supporting sentences.		
		Writing relevant sentences.		
4	Style	Finding the right words to express ideas fluently.		2
		Getting concise and precise.		

Table 21
Question 2

Q2. When you wrote your persuasive essay, did you ever think in Spanish or use Spanish as a reference? If yes, please list the reasons you relied on Spanish. I relied on Spanish to:			
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED
1	Focus	Focus about the main idea.	4
		Write about a single topic.	
		Establish a clear point of view of the topic.	
		Avoid writing about multiple opinions about the topic.	
2	Organization	Organize my ideas logically.	4
		Make sure my sentences and paragraphs were together.	
		Know that the phrases and sentences relate to each other.	
		Organize my paragraphs.	
3	Support & Elaboration	Get specific and enough details.	3
		Make sure my sentences were supporting the topic.	
		Get more ideas related to the topic.	
4	Style	Find the right word in order to have fluency in my sentences.	1

Table 22
Question 3

Q3. Do you think that writing in English without thinking or relying on Spanish helps you have a better Composition? If yes, please list your reasons:			
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED
1	Style	I become more fluent at writing.	1
2	Language improvement	I practice the language more.	3
		It avoids first language interference.	
		I learn how to think in English.	

Table 23
Question 4

Q4. What did you see as the disadvantages of writing in English without thinking or relying on Spanish?			
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED
1	Focus	It is difficult to focus on the main idea.	4
		I tend to write about multiple topics.	
		I usually refute my thesis.	
		My writing looks like lists of loosely assembled ideas.	
2	Organization	My thoughts are scattered making the essay unorganized.	2
		I cannot make all the sentences of my essay relate to each other.	

4.3.3.2 Questionnaire for participants who used pedagogical translation as a tool.

The questionnaire for the participants that used pedagogical translation was developed in order to understand how they felt about the influence of pedagogical translation in their writing task as well as the potential disadvantages (see appendix D p.161).

The results from the qualitative questions for participants who used pedagogical translation as a tool are as follows:

Table 24
Question 1

Q1. Do you think writing your first draft in Spanish and then the final version into English makes it easier for you to complete an English composition? If yes, please list your reasons.			
When I wrote the Spanish version into English, it was easier to:			
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED
1	Focus	Write about the topic.	4
		Focus on the thesis of my essay.	
		Write about the main idea.	
		Know what to write.	
2	Organization	Organize and connect my ideas.	4
		Tie sentences and paragraphs together.	
		Write sentences that relate to each other.	
		Connect sentences and paragraphs.	
3	Support & Elaboratio	Write specific and enough details about the topic.	4
		Have clear ideas in order to support the main idea.	
		Write only about the thesis of the essay.	
		Think about more details about the topic.	
4	Style	Use the right words to express ideas.	2
		Avoid writing unnecessary words.	

Table 25
Question 2

Q2. Do you think writing in Spanish first and then translating into English helped you have a better composition? If yes, please list your reasons. It helped me:			
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED
1	Focus	Focus only on the main topic. Establish a clear thesis in my essay. Think about the topic I wanted to communicate. Clarify my main idea.	4
2	Organization	Write an essay with a thesis that is easy to understand. Have a clear introduction which is crucial. Relate my paragraphs to the thesis of the essay. Bind the components of the essay together.	4
3	Support & Elaboration	Write specific and enough details. Have a well supported main idea. Get specific with the supporting sentences. Support the thesis with enough details.	4
4	Style	Write the sentences more fluently. Choose words to write more fluently.	2
5	Conventions	Write more complex grammatical structures. Use complex phrases.	2

Table 26
Question 3

Q3. What did you see as the disadvantages of writing in Spanish first and then translating into English?			
CODE	CATEGORY	SUBCATEGORY	TIMES MENTIONED
1	Conventions	Grammatical mistakes due to the usage of more complex structures. L1 grammar interference with L2 leading to mistakes. It was difficult to write complex sentences into English.	3
2	Time	It was time consuming.	1

4.4 QUALITATIVE OBSERVATION

Observational evidence is often useful in providing additional information. It uses the five senses in order to provide a “written photograph” of the situation under study by observing and writing everything that is considered relevant. It involves carefully examining the setting and seeking to understand observations in depth.

There are different kinds of field study in which researchers can take any number of roles. They can participate in the settings being studied or they can simply observe without participating (Crossman, 2016). No-participation applies to the case when the observer usually is not present at all, such as when videos are recorded. *Passive* participation applies when the observer is present but does not interact. Moderate participation applies to the case when the observer participates in some activities. *Active* participation applies when the observer participates in most activities but is not thoroughly mixed with the participants but remains primarily as an observer. Full participation applies to the case when the observer is thoroughly mixed as a participant (Hernandez Sampieri, Fernandez-Collado, & Baptista Lucio, 2010). (Trans.by Mery Laura Chambi). The researcher of this study chose to observe with passive participation.

The results of the observation are as follows:

Table 27
Qualitative observation

<p>The influence of pedagogical translation when writing persuasive essays. This is a study to analyze the influence of the use of pedagogical translation as a tool when writing persuasive essays. In order to have a better picture of the influence we are going to observe two groups. One group will be using pedagogical translation as a tool while a second group will be writing directly in English.</p>	
<p>Date: May 30th, 2014 Observer’s Name: Mery Laura Chambi Time: 7:00 pm. Place: 9th floor- room A Number of participants observed: 8 (4 direct writing and 4 writing with pedagogical Translation)</p>	
<p>Group: Direct Writing</p>	<p>Group: Writing with pedagogical Translation</p>

DESCRIPTIVE OBSERVATION:	DESCRIPTIVE OBSERVATION:
<p>First impressions of the writing test: The English teacher of the participants has been teaching them how to write different types of essays as part as his teaching plan. Also the researcher made sure the participants knew how to write persuasive essays before the tests were taken.</p> <p>One week before, the researcher distributed handouts with standard information on how to write persuasive essays just to reinforce the information the participants already had.</p> <p>The participants in this group considered their writing test as part of their normal activities in class since that was a familiar activity. They also took it as practice test because their teacher informed them that a similar writing test would be part of their finals. Therefore the students were motivated to participate in the research.</p>	<p>First impressions of the writing test: The English teacher of the participants has been teaching them how to write different types of essays as part as his teaching plan. Also the researcher made sure the participants knew how to write persuasive essays before the test were taken.</p> <p>One week before, the researcher distributed handouts with standard information on how to write persuasive essays just to reinforce the information the participants already had.</p> <p>The participants in this group also considered the written test as part of their normal activities in class with the difference that they were allowed to use Spanish in order to complete it. This created confusion at first since teachers normally tell them not to use the mother tongue when learning English. Soon after the researcher explained them how to use the pedagogical translation as a tool in their writings, they were very motivated to be part of the research. All the participants were sure that it would be easier to write the essay using their mother tongue and excited because it may help them in their finals.</p>
<p>Concerns of the participants: The participants did not have any concerns regarding the test. They started their compositions without needing any explanation besides the directions of their written test.</p>	<p>Concerns of the participants: Even though the participants were motivated by the use of pedagogical translation as a tool, they still had their doubts on how it will help them. They emphasized that all their teachers always tell them to only think in English and not to use Spanish. For that reason, they have been avoiding to incorporate their mother tongue when learning English. However they also admitted that they never really stopped using Spanish.</p>

<p>During the test: The participants had difficulty in starting the essay. They had 50 minutes (40 minutes for the essay writing and 10 minutes for revision) to finish the writing but after 10 minutes only one participant wrote the introduction. After 40 minutes most of the participants were in the middle of writing the supporting paragraphs. Two participants of this group needed a few more minutes to finish their written test.</p>	<p>During the test: The participants did not show any difficulty during the test. They had 60 minutes (10 minutes for writing their outline in Spanish then 40 minutes for writing the essay in English and 10 minutes for revision) to finish the test. Everyone had written the outline in the 10 minutes assigned. When the other 40 minutes was over, all of the participants were done with the supporting paragraphs and one student was even done with the revision part. The other 3 participants finished 5 minutes before the 60 minutes that was allowed.</p>
<p>After the test: The participants mentioned that they did not feel confident about the results. They said they had trouble getting ideas to write about and that they needed more time. They also mentioned that they realized they were translating mentally.</p>	<p>After the test: The participants were pleased with their writing. They felt confident about the results and mentioned that it was surprisingly faster and easier writing with the use of Spanish. However they experienced a few interference difficulties when writing. They also mentioned that teachers should allow them to use their mother tongue more often.</p>
<p>Interpretative Observations: From what was seen, participants clearly had hard time to start writing the introduction of the essay. The participants could not establish a focus which is the foundation for constructing a piece of writing. It is also a critical feature that drives all of the other features of good quality writing.</p> <p>They also had trouble writing the body of the essay. They could not put their ideas together to support the main idea, which had a negative influence on the writing quality. That was expected since the focus of the writing was not properly established.</p>	<p>Interpretative Observations: Participants of this group were very confident when writing their essays after the Spanish version. They mostly used their Spanish writing as a tool that helped them focus only on the language since they focused on the content when writing the Spanish essay.</p>

CHAPTER V

DATA ANALYSIS AND RESULTS

5.1 DATA ANALYSIS

For the analysis of a case study, there is no strictly defined process to guide the researcher. Instead, it depends on a researcher's rigorous empirical thinking based on the evidence and careful consideration of alternative interpretations. However, the author suggests several strategies and techniques that may help guide the data analysis (Yin, 2014).

This research followed the **theoretical propositions strategy** to guide data analysis. The objectives and the design of a case study were based on the propositions or hypothesis which reflected a set of research questions, review of the literature, and new hypothesis. The hypothesis shaped the data collection plan and became the foundation for the analysis, pointing to relevant contextual conditions to be described as well as explanations to be examined (Yin, 2014).

The technique used in this research is **pattern matching logic**. This method compares an empirical based pattern- one based on the findings from the case study- with a predicted one made before collecting the data (Yin, 2014).

Therefore, we will analyze the results in relation to the hypothesis that our case study established before collecting the data.

5.2 THE QUALITY OF WRITTEN ESSAYS

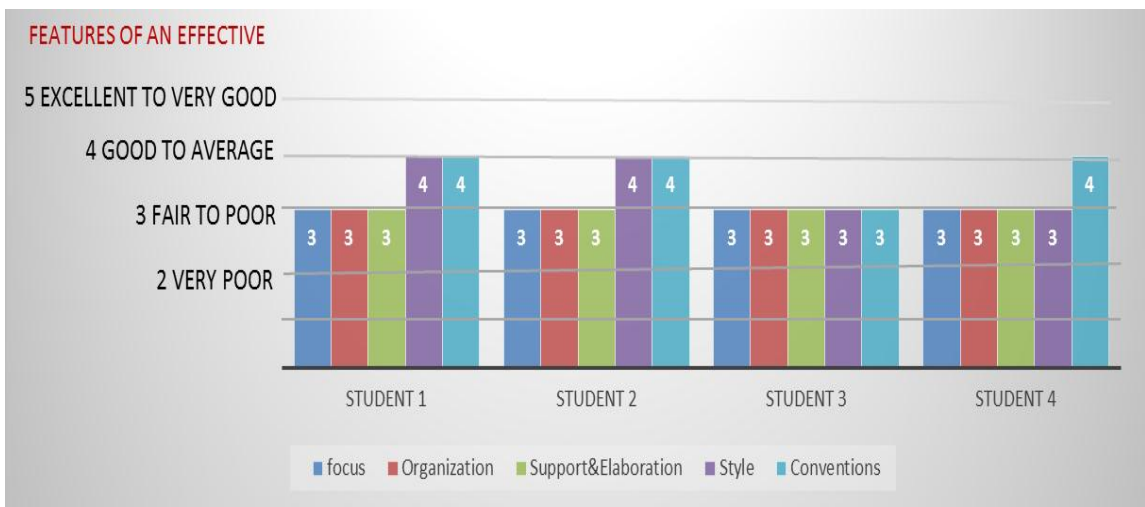
A better quality of writing was present in the group that used pedagogical translation as a tool. First, we will analyze the results from the essays written directly in English. Next, we will analyze the written tests with the use of pedagogical translation. And finally we will compare the results from both groups.

In both cases, we administrated the same written test (persuasive essay) at the same time with the same topic:

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

5.3 ESSAY WRITTEN DIRECTLY IN ENGLISH

This group had four participants. The participants wrote their essays directly in English, exactly how they normally do in class. The quality of their writings is as



follows:

Graphic 4. Essay written directly in English. Results of the essays writing directly in English.

5.3.1 Focus.

In Graphic 4, we can see that the essays of the participants from this group showed that they struggled to focus on a single topic. The essays degenerated into lists of loosely related events or facts with no central idea to hold them together.

In Test #1, the writer’s introduction orientates the reader towards the following theme “...studying in a university is important for your professional formation” which

suggests that the body of the essay will be related to the importance of professional formation. However, the writer talks about different unrelated events that do not support the thesis, such as the materials teachers use at the university.

In Test #2, the writer's introduction was difficult to understand but generally directs the reader towards the following thesis "...*I believe that university students should attend class... because there are many benefits from learning in class.*" In the body of the essay, the writer only mentions a couple of benefits while the majority of the essay is unrelated sentences and paragraphs that do not support the main idea.

In Test #3, the introduction orientates the reader towards the following opinion "*There are several reason why being in class is important...*" but the body of the essay is comprised of sentences and paragraphs that refer to unrelated aspects like full attendance and academic score.

In Test#4, the writer's introduction orientates the reader towards the following thesis "...*I think that university students should have to attend class...*" In the body of the essay, the writer talks about the strategies teachers use to make students attend to class and other unrelated arguments that do not support the thesis.

Overall, none of the essays succeeded in effectively conveying the message to the reader. They did not sustain the focus throughout the writing and it was difficult to understand the point of view. Since focus is the foundation for constructing a good piece of writing, it clearly had an impact on the other features of an effective writing. Therefore, this group's focus was considered FAIR TO POOR due to the limited knowledge of the subject, little substance and inadequate development of the topic.

5.3.2 Organization.

In Graphic 4, we can see that the essays reflected a poorly organized piece leading the reader to confusion. The framework the writers provided did not help the readers to fulfill their expectations for the text. The **text structures** of the essays,

showed a lack of organization with no clear beginning, middle and the end. The introduction of the essays discouraged the reader from reading further because there was no clear direction to the general topic. The participants did not outline the points to be covered resulting in a thesis that was hard to identify. As a result of a mediocre middle (body of the essay) which lacked logical reasoning and development, it was not possible to have a strong end. The conclusion failed to restate the thesis or provide a brief recap of the arguments.

The **cohesive elements** of the essays did not bind elements of the text together which made it hard to know what was being referred to and how phrases and sentences were related to each other. The elements were divided into two for better explanation: Lexical and grammatical cohesion.

Lexical cohesion deals with the meaning of the text and the cohesive effect is achieved by the selection of vocabulary using two main strategies: reiteration of words and lexical set chains. For the case of reiteration of words, we could see that the participants used a lot of repetition and almost nothing of synonym, superordinate, or general word. Referring to lexical set ‘chain’, we could see that they did not use lexical words that interrelate with each other.

Grammar cohesion, following the classification of (Harmer, 2004), is associated with reference, substitution, ellipsis, and conjugation. Reference was the main problem students showed in their writings by using the incorrect personal pronoun. For example, in Test #1 “Whenever **students** go to classes, ~~we~~ (**they**) have the opportunity to learn not only from teachers but also from ~~our~~ (**their**) classmates. That way ~~we~~ (**they**) can collect knowledge from all ~~our~~ (**their**) surroundings...” There was no significant use of substitution and ellipsis, but this was appropriate for the type of the essay. Conjunction was also limited which made the essays difficult to understand. Therefore, the organization was considered FAIR TO POOR due to the lack of fluency, logical sequencing, and development.

5.3.3 Support and elaboration.

In Graphic 4, we can see that the participants did not get specific making it challenging to picture what the writings were intending to communicate. They did not provide concrete, specific details, and relevant arguments to convey their point of view. The two important concepts of sufficiency and relatedness were not properly accomplished. The sufficiency (the amount of details) was not enough to see the point of view of the writers. Most of the details were not related due to the lack of focus. The participants wrote details that were not relevant and did not support their focus. Therefore, support and elaboration were considered FAIR TO POOR due to minimal or unrelated details.

5.3.4 Style.

Regarding style, Graphic 4 shows that all the writings had their own style and all of them were appropriate for the persuasive essay and the audience. However the elements – word choice and sentence fluency - did not contribute to some of the writers' style. Regarding word choice, participants 1 and 2 were mostly concise and precise. They had few unnecessary words and they almost always used the exact word to convey the meaning. The fluency of the sentences was adequate because they used a variety of sentences that contributed to their persuasive argument. Therefore, style on participants 1 and 2 were considered GOOD TO AVERAGE due to the adequate range and occasional errors of word choice. Referring to the elements of style for participants 3 and 4, the word choice was not concise and precise. They used a lot of unnecessary words and they did not select the most appropriate words to convey meaning. The fluency of the sentences was adequate. Therefore, style on participants 3 and 4 was considered FAIR TO POOR due to the limited range and frequent errors of word choice.

6.3.5 Conventions.

Finally, Graphic 4 show the rating for conventions which includes mechanics, usage, and sentence formation. Participants 1, 2, and 4 made the writing easy to read.

The mechanics of their writings had occasional errors of spelling, punctuation, and capitalization but those few errors did not impede the understanding of the ideas conveyed. The usage of their writings had several errors of tense and number agreement. They also have several errors in word order, errors in using articles, pronouns, prepositions, and fragments. The sentence formations of the essays were mostly well formed. The participants used mostly simple sentences and very few compound sentences with minor problems in the constructions. Therefore, conventions for participants 1, 2, and 4 were considered GOOD TO AVERAGE. The mechanics in the writing of participant 3 had frequent errors of spelling, punctuation, and capitalization. In the usage, we could see frequent errors of tense and number agreement. This participant also has frequent errors in word order, articles, pronouns, prepositions, and fragments. The sentence formations had major problems in simple and complex sentences. Therefore, the conventions for participant 3 were considered FAIR TO POOR.

To summarize Graphic 4, the persuasive essays of the group which wrote directly into English did not score well in terms of focus, organization, support and elaboration, style or conventions.

FOCUS: The participants did not focus on a single topic and the essay tended to resemble lists of loosely facts with no central idea.

ORGANIZATION: The structure of the essays (the introduction, body, and conclusion) showed a lack of organization and the cohesive elements of the essay did not blend elements together which made it hard to know what was being referred to and how phrases and sentences were related.

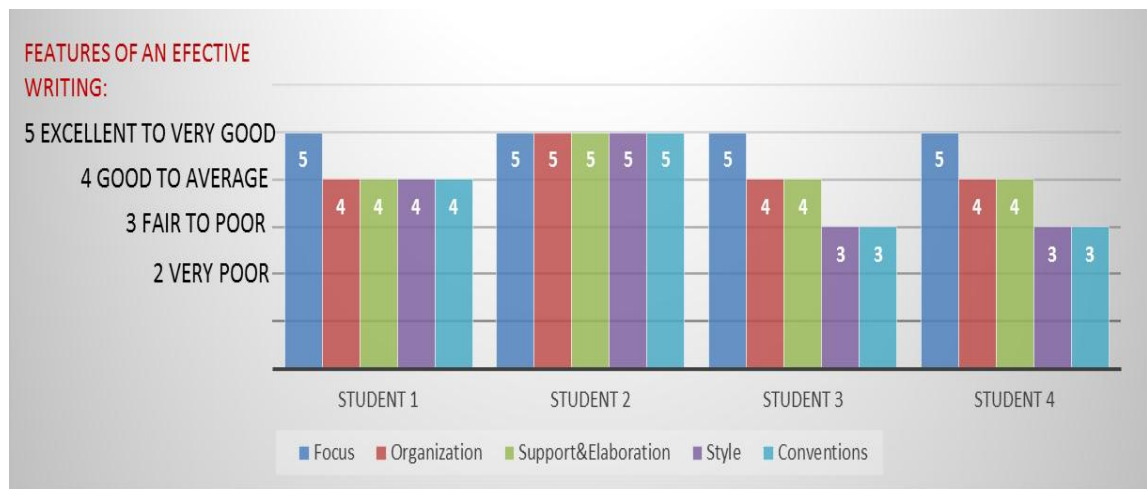
SUPPORT AND ELABORATION: The participants did not get specific making it difficult to follow what the writings were intending to communicate. They did not provide specific details or the relevant arguments needed to understand their point of view.

STYLE: Two of the participants used many unnecessary words.

CONVENTIONS: Two of the participants had frequent errors of spelling, punctuation, and capitalization.

5.4 WRITTEN TEST WITH THE USE OF PEDAGOGICAL TRANSLATION

This group had four participants. The participants wrote their first draft of their essays in Spanish and then translated them into English. The quality of their writings is as follows:



Graphic 5. Essay written with the use of pedagogical translation. Results of the essays written in Spanish first and the translated into English.

5.4.1 Focus.

In Graphic 5, we can see that the essays of the participants of this group showed a single focus sustained throughout the piece. The writings stayed focused on the most important topic making it very clear and easy to follow for the reader. They presented ideas or events that strengthened their argument and helped convey the point of the writing. The foundations of the essays were well-established. Therefore, their focus was considered EXCELLENT TO VERY GOOD due to the writings being knowledgeable, substantive, and relevant to the assigned topic.

5.4.2 Organization.

In Graphic 5, we can see that the essays showed well-organized writings that make them easy to follow. The framework the writers provided fulfilled the expectations for the text. The **text structures** of the essays, which includes the beginning, middle and the end, showed good organization. The introduction captivated the reader to continue because there was a clear orientation to the general topic making it easy to identify the focus of the essays. The participants outlined the points to be covered with very good logical sequencing and development. The conclusion restated the thesis or provided a brief recap of the arguments.

The **cohesive elements** of the essays mostly blended elements of the text together helping the reader to know what was being referred to and how phrases and sentences were related to each other. The elements were divided into two for better explanation: Lexical and grammatical cohesion.

Lexical cohesion deals with the meaning of the text and the cohesive effect is achieved by the selection of vocabulary using two main strategies: reiteration of words and lexical set chains. On the case of reiteration of words, we could see that they used a lot of repetition, few synonyms, and almost no-superordinate or general words. Referring to the lexical set ‘chain’, we could see that they used few lexical words that interrelate with each other.

Grammar cohesion, following the classification of (Harmer, 2004), is associated with reference, substitution, ellipsis, and conjugation. With respect to reference, some participants showed a few mistakes in the use of the personal pronoun. For example in Test #1 “The internet is a big open resource where every person can post ~~its~~ (their) own point of view ...” There was no significant use of substitution and ellipsis, but this was appropriate for the type of the essay. The conjunction element was adequate and helped the reader understand the purpose of the essay.

Overall, the organization for participants 1, 3, and 4 was considered GOOD TO AVERAGE. Some of the test structures were loosely organized but the main idea was clear. The writing was logical but had some incomplete sequencing and it was considered to be generally cohesive. The organization for participant 2 was considered EXCELLENT TO VERY GOOD due to the writing having fluent expressions and concise statements. The text structures had logical sequencing, cohesive elements, and grammatical cohesion.

5.4.3 Support and elaboration.

In Graphic 5, we can see that the participants got somewhat specific with their details, making it relatively easy to picture what the writings were intending to communicate. They tended to provide concrete details, and relevant arguments to convey their point of view. The two important concepts of sufficiency and relatedness were accomplished with very few errors. The sufficiency (the amount of details) was limited but good and helped portray the purpose of the essay. The relatedness aspect was strong with most details relevant to the main topic. Therefore, the support and elaboration for participants 1, 3, and 4 were considered GOOD TO AVERAGE. Support and elaboration for participant 2 were considered EXCELLENT TO VERY GOOD due to the ideas being clearly stated and supported with sufficient details and good and relevant details.

5.4.4 Style.

In Graphic 5, each of the writings of this group had their own style that was appropriate for the persuasive essay and the audience. However the elements – word choice and sentence fluency – did not contribute to some of the writers' style. The word choice of participants 1 and 2 were mostly concise and precise. They used few unnecessary words and they almost always used the proper word to convey the meaning. The fluency of the sentences was adequate because they used a variety of sentences that contributed to strengthening their argument. The score in style for participant 1 was

GOOD TO AVERAGE due to the adequate range and occasional errors of word choice. The score of participant 2 is EXCELLENT TO VERY GOOD due to sophisticated range, effective word/idiom choice and usage, form mastery and appropriate registry. Referring to the element of style for participants 3 and 4, we could conclude that the word choice was not concise and precise. They used many unnecessary words. They did not use the best words to convey the meaning of the essay. The fluency of the sentences was generally adequate but there were instances of loose sentences. Therefore, the score in style of participants 3 and 4 was considered FAIR TO POOR due to the limited range and frequent errors of word choice.

5.4.5 Conventions.

In Graphic 5, the mechanics of participants 1 and 2 had occasional errors of spelling, punctuation, and capitalization. Those few errors did not impede the understanding of the ideas conveyed. The *usage* of participants 1 and 2 had few errors of tense and number agreement. They also had very few errors in word order or errors in using articles, pronouns, prepositions, and fragments. The sentence formation of participants 1 and 2 were generally well formed. They relied on simple sentences but also managed more complex compound sentences with minor problems. Conventions were considered GOOD TO AVERAGE for participant 1 and EXCELLENT TO VERY GOOD for participant 2. The mechanics in the writing of participant 3 and 4 suffered from frequent errors in spelling, punctuation, and capitalization. In the usage aspect, there were frequent errors of tense and number agreement. The participants also had frequent errors in word order, articles, pronouns, prepositions, and fragments. **The sentence formations** had major problems in simple and complex sentences. Therefore, conventions for participants 3 and 4 were considered FAIR TO POOR.

To summarize Graphic 5, the persuasive essays from this group of participants that used pedagogical translation scored consistently well in terms of focus, organization

and support and elaboration. The results varied for style and conventions depending on the participant.

FOCUS: The participants were able to sustain focus throughout the piece. The writings stayed focused on the most important topic making the essays very clear and easy to follow. The foundation of the essays was well-established.

ORGANIZATION: The text structures of the essays showed good organization. The cohesive elements of the essays bind together to help the reader understand the message.

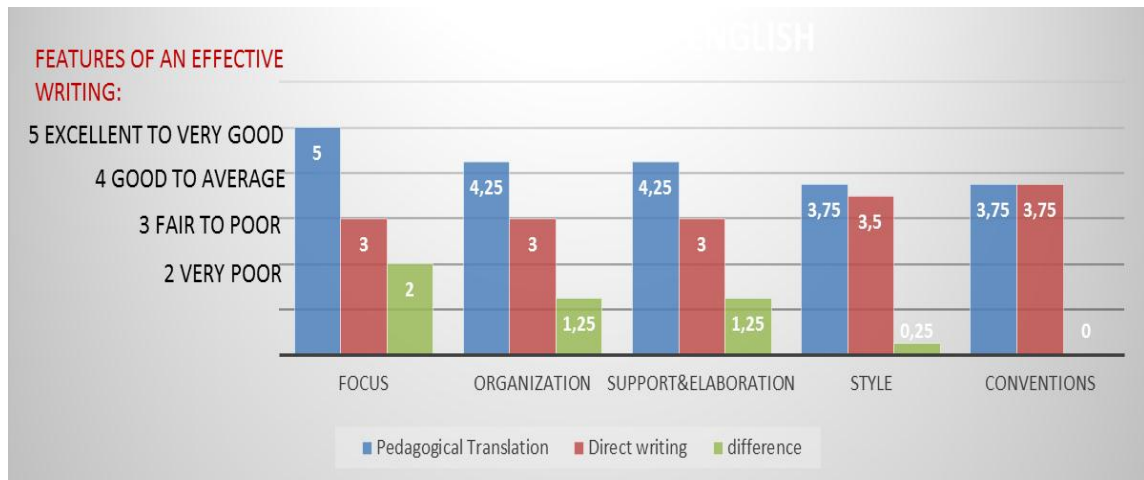
SUPPORT AND ELABORATION: The participants were somewhat specific with their details which helped the reader picture what the writings were trying to communicate. They mostly provided concrete details and relevant arguments to convey their point of view.

STYLE: Two of the participants had limited range and frequent errors of word/idiom choice while the other two participants had sophisticated range, effective word choice, form mastery, and appropriate registry.

CONVENTIONS: Two of the participants had frequent errors in spelling, punctuation, and capitalization while the other two had few mistakes.

5.5 WRITING WITH THE USE OF PEDAGOGICAL TRANSLATION COMPARED WITH WRITING DIRECTLY IN ENGLISH

The group that used pedagogical translation as a tool when writing persuasive essays had better quality in three of the five features of an effective writing: Focus, Organization, and Support and Elaboration.



Graphic 6. Writing with the use of pedagogical translation vs directly in English. Comparison of both writing processes.

5.5.1 Focus.

In Graphic 6, we can see that the group who wrote directly in English struggled to maintain focus on a single topic and the result was essays that resembled lists of loosely related events or facts. None of the essays emphasized a strong message making it challenging to understand the point of view of their writing. The average score of the essays was 3 (FAIR TO POOR) due to the limited knowledge of the subject, little substance and inadequate development of the topic. However, the group that used pedagogical translation as a tool in their writing sustained a single focus throughout the piece. They stayed focus on the most important topic making it very clear and easy to follow for the reader. This group presented ideas or events that strengthened the main idea and helped understand the point of the writing. The foundation of the essays was well-established. The average score of the essays was 5 (EXCELLENT TO VERY GOOD) due to the writings being knowledgeable, substantive, and relevant to the assigned topic. Therefore, pedagogical translation as a tool had a positive influence on the writing suggesting that it helps writers stayed focused on the topic to fulfill the assignments objective.

5.5.2 Organization.

In Graphic 6, we can see that the group of participants who wrote directly in English composed a poorly organized piece leading the reader to confusion. The framework provided did not help the reader fulfill the expectation for the text. **The text structures** of the essays showed lack of organization. The introduction of the essays discouraged the reader from reading further due to the absence of a clear direction. The participants made it difficult to identify the purpose of the thesis due to the inadequate outlining of the points to be covered. The body of the essays lacked logical sequencing and development. Finally, the ending did not restate the thesis and the participants did not provide a brief recap of arguments.

The group who used pedagogical translation as a tool presented well-organized writings that made them easy to follow. The framework the writers provided fulfilled the expectations for the text. The *text structures* of the essays showed good organization. The introductions captivated the reader to continue because there was a clear orientation to follow. They outlined the points to be covered which helped the reader identify the purpose of the writing. The body of each essay had very good logical sequencing and development. The conclusions restated the thesis or provided a brief recap of the arguments.

The cohesive elements of the group who wrote directly in English did not bind elements of the texts together making hard to know what was being referred to and how phrases and sentences were related to each other. There was excessive use of repetition and almost no usage of synonyms, super ordinates, or general words. Participants from this group did not use words that interrelate with each other. **The cohesive elements** of the group who used pedagogical translation as a tool mostly blended elements of the text together helping the reader to know what was being referred to and how phrases and sentences were related to each other. This group used repetition, few synonyms, and

almost no superordinates or general words. The participants used a few lexical words that interrelate with each other.

The grammar cohesion of the group who wrote directly in English had problems with the use of incorrect personal pronouns. They did not use substitution or ellipsis, and they did not use enough conjunctions. In contrast, the group who used pedagogical translation as a tool had few mistakes in the use of the personal pronoun. There was also limited usage of both substitution and ellipsis but this was appropriate for the type of the essay. The writings showed adequate conjunctions for the type of essay.

In general, the organization of the participants who wrote directly in English was not fluent and did not have logical sequencing and development. The average scoring for this group was 3 (FAIR TO POOR). On the other hand, the participants who used pedagogical translation as a tool wrote concise statements with fluent expressions. The text structures had logical sequencing with adequate levels of cohesive elements and grammatical cohesion. Therefore, the average scoring for this group was 4.25 (VERY GOOD TO AVERAGE).

5.5.3 Support and elaboration.

In Graphic 6, we can see that the participants who wrote directly in English did not get specific making it difficult to picture what the writings were intending to communicate. They did not provide concrete details and relevant arguments to convey their point of view. The level of detail was inadequate to support a strong argument and most of the details were not related to the main topic. Therefore, the average score was 3 (FAIR TO POOR) due to limited and partially relevant details.

The participants who used pedagogical translation as a tool were more specific with their details making it relatively easy to envision what the writings were intending to communicate. They mostly provided concrete details and relevant arguments to convey their point of view. The amount of details was limited but adequate, and almost

all of the details were related to the main topic. Therefore, the average score was 4.25 (VERY GOOD TO AVERAGE) due to the message being clearly stated with limited but relevant details.

5.5.4 Style.

In Graphic 6, the writings of both groups have their own style and were appropriate for the persuasive essay and the audience. The use of pedagogical translation did not have a significant influence on the style of the writers. As for the elements – word choice and sentence fluency – the essays depended more on the writer’s knowledge than on the use of pedagogical translation. The word choice and fluency of the sentences of the each participant varied from excellent to poor. Some participants used a variety of sentences that contributed to the argument and strengthened their point of view, but others wrote with some loose sentences. The average score was 3.75 (AVERAGE TO FAIR) for the pedagogical translation groups and 3.5 (AVERAGE TO FAIR) for the direct translation group.

5.5.5 Conventions.

In Graphic 6, we can see that the mechanics of participants of both groups had varying levels of errors in spelling, punctuation, and capitalization. The *usage* ranged from few to frequent errors of tense and number agreement for participants from both groups. Errors in word order and errors in using articles, pronouns, prepositions, and fragments also depended on the participant. The *sentence formations* were also inconsistent with some participants constructing more complex sentences with few errors while other participants relied on simple sentences and had more mistakes. The average score of the conventions for both groups was 3 FAIR TO POOR. The use of pedagogical translation as a tool for writing did not have a strong influence on the conventions. This suggests that writers with problems in spelling, punctuation, capitalization, and construction of well-formed sentences will not benefit significantly from the use of pedagogical translation.

To summarize Graphic 6, pedagogical translation helped participants attain a better quality of writing. However, the improvements in quality of writing were clear in only in three of the five features of an effective writing which are Focus, Organization, and Support and Elaboration. It was found that pedagogical translation had limited influence on style and conventions on the quality of the composition. These findings were supported by the questionnaires results as we can see below:

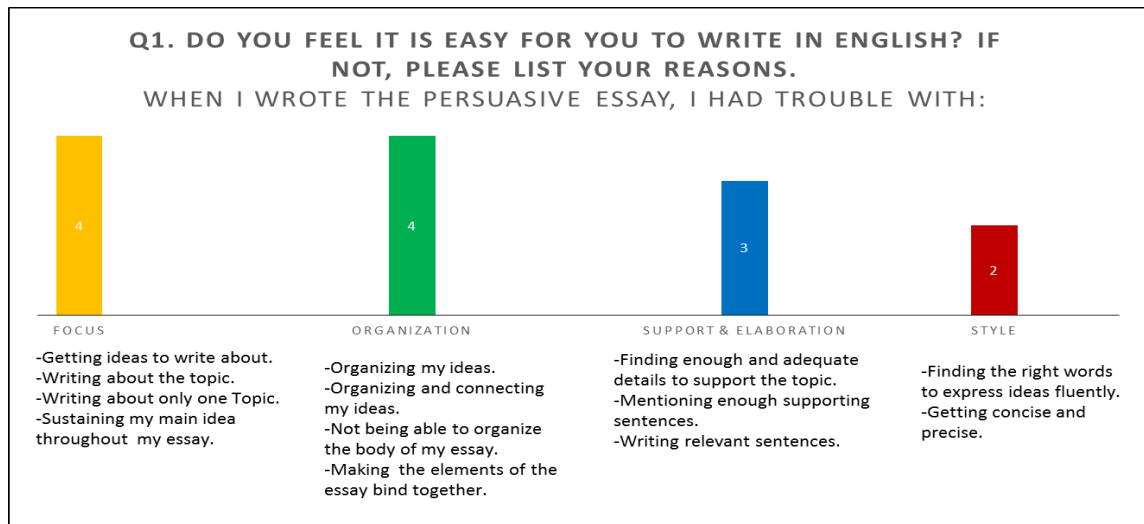
5.6 QUESTIONNAIRES

The participants of both groups expressed their opinion regarding writing directly in English and using pedagogical translation as a tool. Their opinions are strongly supported by the results of the written tests in which only three features of an effective writing were influenced by the use of pedagogical translation: Focus, Organization and Support and Elaboration.

5.6.1 Questionnaire for the group that wrote directly in English.

The participants who wrote directly in English felt that writing without the use of Spanish helps them improve the language and become more fluent in the language. However, they felt that it was not easy to write in English without using their mother tongue. According to the participants, they had trouble with Focus, Organization, Support and Elaboration, and Style. Pedagogical translation helped in 3 of the 4 features mentioned and thus the opinions were a strong match to the essay results.

For question number 1, the results were as follows:



Graphic 7. Question 1. Students' opinion about the experience they had when writing directly in English.

In the qualitative question #1, the participants' answers were categorized according to the features of writing they indirectly mentioned in their responses:

For the category: FOCUS

"I had trouble with thinking about ideas related to the topic so that I can write." (Getting ideas to write about.)

"I had trouble with the composition, I always find difficult to write about the main topic." (Writing about the topic.)

"I had trouble with writing about the topic I am supposed to write, I always tend to write about multiple topics." (Writing about only one topic.)

"I had trouble with writing about the main idea. I usually write about different ideas." (Sustaining my main idea throughout my essay.)

From the chart, it is evident that all the participants felt that it was hard to write in a foreign language when writing the persuasive essays. All of the participants admitted that had trouble establishing and sustaining a single focus when writing directly in English. These facts were strongly confirmed with the results of their writing tests explained before in Graphic 4: Results of the essays writing directly in English. The

essays did not focus on a single topic and the writing resembled lists of loosely related details.

For the category ORGANIZATION:

“I had trouble with organizing my ideas to support the thesis of my essay.” (Organizing my ideas.)

“I had trouble with putting together the paragraphs, they did not seem related to each other.” (Organizing and connecting my ideas.)

“I had trouble with not being able to organize the supporting paragraphs of my essay.”

“I had trouble with connecting my sentences and paragraphs so that it sounds fluent. (Making the elements of the essay bind together.)

Regarding this category, the participants were aware that they had trouble writing a well-organized essay. They admitted that their writing lacked logical progression and completeness of ideas. They also mentioned that they could not tie the clauses, sentences and paragraphs together into a cohesive whole. This was confirmed with the results of their writing tests as shown previously in Graphic 4: Results of the essays writing directly in English which indicated poorly organized compositions.

For the category SUPPORT AND ELABORATION:

“I had trouble with getting ideas about the topic to support the thesis of my essay. Also didn’t find details to explain my point of view in the essay.” (Finding enough and adequate details to support the topic.)

“I had trouble with mentioning enough supporting sentences.”

“I had trouble with writing about ideas that does not help the main idea.” (Writing relevant sentences.)

The participants realized that they had trouble developing their topic because of the lack of details. They also mentioned that they had a difficult time supporting their essays with sufficient details that had relevance to the topic. This information agrees with the results of their writing tests presented earlier in Graphic 4: Results of the essays writing directly in English.

For the category STYLE:

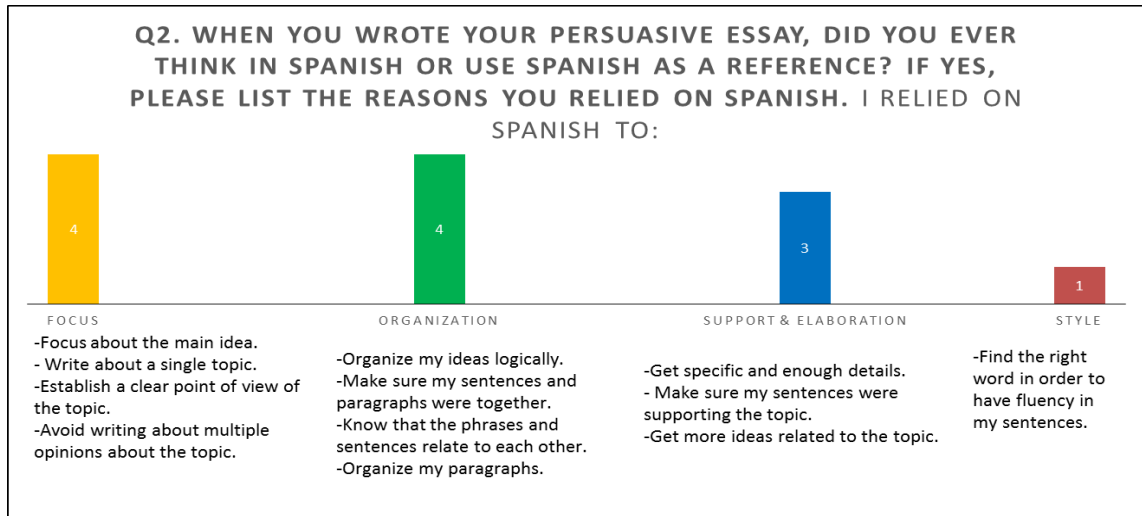
“I had trouble with finding right words to express ideas fluently.”

“I had trouble with using unnecessary words in my essay leading to loose sentences.”

(Getting concise and precise.)

Two of the participants clearly realized that they had trouble with the sentence fluency which is the flow of phrases and sentences in their essays. They were unable to get concise and precise in their writings. The participants found it challenging to choose words and structures to achieve the effect the persuasive essay required. This matches the results of their writing tests presented previously in Graphic 4: Results of the essays writing directly in English. The style was considered FAIR TO POOR for these two participants. The other two participants did not experience these same problems.

For question number 2, the results were as follows:



Graphic 8. Question 2. Spanish as a reference by participants who wrote directly in English.

In the qualitative question #2, the participants' answers were categorized according to the features participants indirectly mentioned about their writings. The chart shows that it is unavoidable for participants to think in Spanish or use it as a reference when they write in a foreign language. They relied in Spanish to reinforce the following features: Focus, Organization, Support and Elaboration, and Style when writing their persuasive essays even though they were not supposed to use pedagogical translation. Their responses were as follows:

For the category FOCUS:

"I relied on Spanish to concentrate in the main idea of my essay, otherwise I get distracted and write about something else besides the main idea." (Focus on a single topic or main idea.)

"I relied on Spanish to think in the topic I want to write and not get unfocussed." (Write about a single topic.)

"I relied on Spanish to establish a clear point of view of the topic."

"I relied on Spanish to avoid writing about multiple opinions about the topic." (Focus on a single topic or main idea.)

According to the participants' answers, it is evident that they used their mother tongue as a reference to improve the focus in their writing. They used Spanish to focus on a single topic or main idea. This suggests that there is an innate translation function that activates when students are facing this task.

For the category ORGANIZATION:

"I relied on Spanish to make sure I was organizing my introduction, body and conclusion correctly." (Organize my paragraphs.)

"I relied on Spanish to know that the phrases and sentences relate to each other."

"I relied on Spanish to make sure my sentences and paragraphs were together."

"I relied on Spanish to organize my ideas logically."

The participants relied on their mother tongue to organize their compositions. They relied on Spanish to organize the text structure of their essays which includes the beginning, the middle, and the end. They relied on Spanish to organize the cohesive elements that tie clauses, sentences, and paragraphs together. However, this innate translation did not help much in their writing results because these skills were not applied appropriately. As a result, the organization for this group was considered FAIR TO POOR as presented earlier in Graphic 4: Results of the essays writing directly in English.

For the category SUPPORT AND ELABORATION:

"I relied on Spanish to think about more supporting ideas related to my main idea." (Get specific and enough details.)

"I relied on Spanish to make sure my sentences were supporting the topic."

"I relied on Spanish to think about more ideas to support my topic in my essay." (Get more ideas related to the topic.)

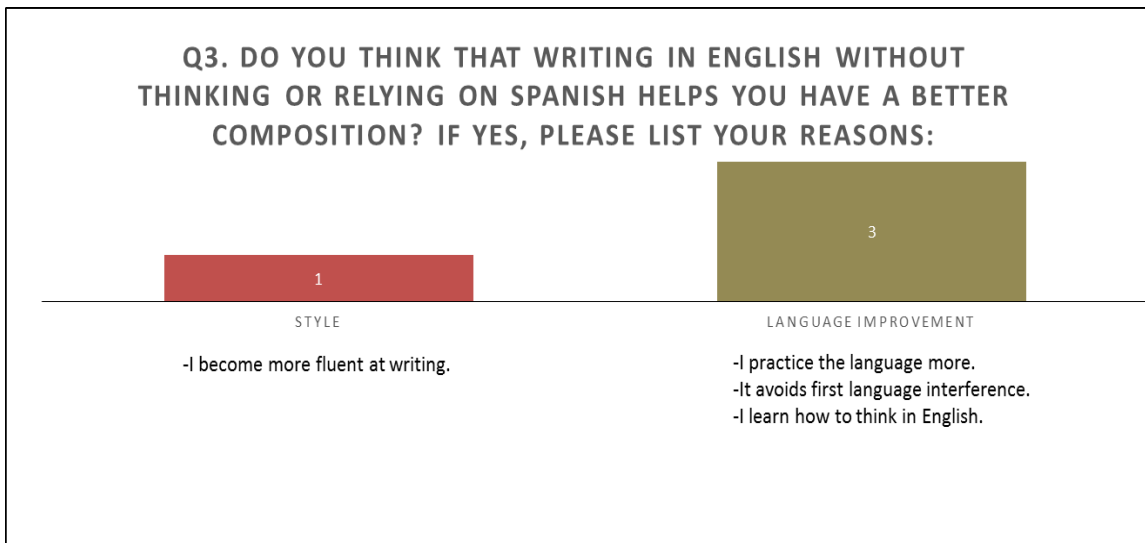
Even though this group of participants was not supposed to use their mother tongue during the writing task, three of the four participants admitted using Spanish to get specific details and information to develop their topic. Nevertheless, their writing results were considered FAIR TO POOR as shown previously in Graphic 4: Results of the essays writing directly in English due to limited support for their arguments.

For the category STYLE:

“I relied on Spanish to find the right word in order to have fluency in my sentences.”

Only one participant mentioned that they used Spanish to have better style in their writing. Again, the use of the mother tongue was present even though they were not supposed to use it. Overall, however, this category shows little difference compared with the results of the participants who used pedagogical translation as tool.

For question number 3, the results were as follows:



Graphic 9. Question 3. Participants' opinion about writing in English without incorporating Spanish.

In the qualitative question #3, the participants' answers were categorized as Focus and Language Improvement. The chart shows the opinion of the participants'

about writing in English without using Spanish as a reference. Their answers were as follows:

For the category STYLE:

“I become more fluent at writing.”

One participant thought that writing in English without thinking or relying on Spanish helps to become more fluent at writing. More specifically, it helped to have an appropriate style for the persuasive essay.

For the category LANGUAGE IMPROVEMENT:

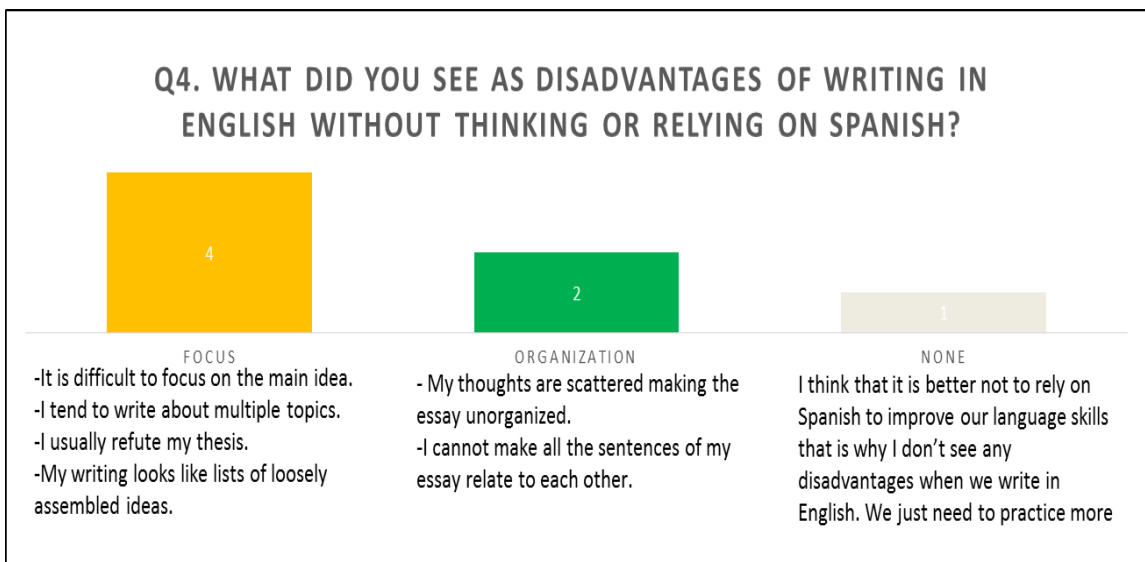
“I practice more the language.”

“It avoids first language interference.”

“I learn how to think in English.”

Three of the participants thought that writing in English without thinking or relying on Spanish helps them in improving their language skills because they practice the language more with this method.

For question number 4, the results were as follows:



Graphic 10. Question 4. Disadvantages of writing in English without thinking or relying on Spanish.

In the qualitative question #4, the participants' answers were categorized according to the features of writing that participants indirectly mentioned. We also included the category none for those who think there are no disadvantages. In this chart, participants saw Focus and Organization being negatively impacted by writing directly in English. The responses were as follows:

For the category FOCUS:

“It is difficult to focus on the main idea.”

“At first seems I am writing about the main topic but when I revise it seems that I don't agree with my own ideas and seems different ideas.” (I tend to write about multiple topics.)

“I seem not to agree with my own thesis of the essay. It is hard for me to pay attention to it.” (I usually refute my thesis.)

Participants explained that whenever they wrote in English without thinking or relying on Spanish, they found it difficult to have a strong focus. They had problems with sustaining a single focus throughout the piece.

For the category ORGANIZATION:

“My ideas are everywhere and it is hard to understand what I wrote. (My thoughts are scattered making the essay unorganized.)

“I cannot make all the sentences of my essay related to each other.”

Participants also found it difficult to organize writings whenever they wrote in English without thinking or relying on their mother tongue because they had to focus on the language more than the content.

For the category NONE:

“I think that it is better not to rely on Spanish to improve our language skills that is why I don’t see any disadvantages when we write in English. We just need to practice more to get better at it.”

There was one participant whose opinion about using the mother tongue when writing in English was not positive. This participant considers it better not to use Spanish at all.

In general, the participants of this group believe that writing in English without relying on the mother tongue is important for getting better at English. However, they also admitted that they had trouble when writing their persuasive essays which forced them to mentally translate in Spanish. Thus, direct writing is actually somewhat less direct than the term would imply.

The results from the essays showed that the participants from this group struggled to sustain focus on a single topic. The essays showed poorly organized compositions which matched the students’ answers in the questionnaire (organization). They could not provide concrete, specific details or relevant arguments in their essays (Support and elaboration). And two of the participants in this group used many unnecessary words (Style).

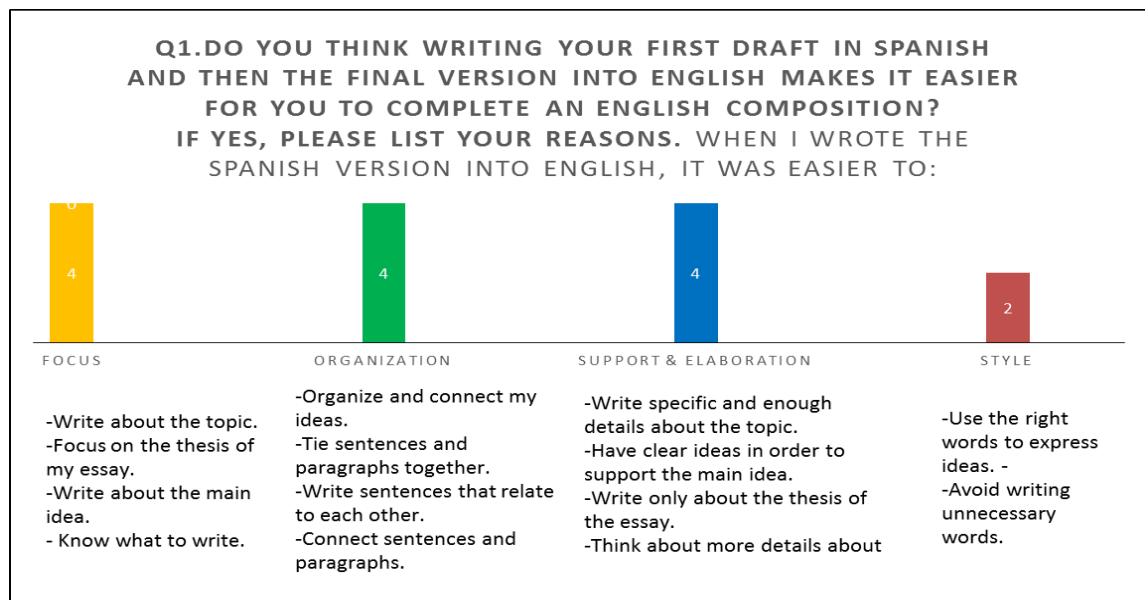
In the qualitative observation, we discovered that some of the participants of this group needed extra time to finish the test. After the test, it was revealed that the participants were not confident about the results.

5.6.2 Questionnaire for the group that used pedagogical translation as a tool when writing persuasive essays.

The participants who used pedagogical translation as a tool believe that writing first in Spanish and then translating it into English makes it easier for them to complete their compositions resulting in better quality of writing. Pedagogical translation as a tool had a positive influence on the following features: Focus, Organization, and Support and

Elaboration. Style and Conventions were not strongly influenced by it. Participants of this group considered conventions and time as the disadvantages of using pedagogical translation as a tool. These opinions were supported with the result of their written tests.

For question number 1, the results were as follows:



Graphic 11. Question 1. Opinions of the participants about use of pedagogical translation as a tool.

In the qualitative question #1, the participants' answers were categorized according to the features of writing they indirectly mentioned in their responses. The chart shows the features of writing that they believed benefitted from pedagogical translation. Their responses were as follows:

For the category FOCUS:

“When I wrote the Spanish version into English, it was easier to write about my point of view of the main topic.” (Write about the topic.)

“When I wrote the Spanish version into English, It was easier to focus on the thesis of my essay.”

“When I wrote the Spanish version into English, It was easier to write about the main idea”

“When I wrote the Spanish version into English, It was easier to know what to write”

Graphic 11 shows that all the participants thought that it was easier to focus on a single topic in a foreign language with the use of pedagogical translation as a tool. These answers were strongly confirmed with the results of their writing tests as presented in Graphic 5: Results of the essays written in Spanish first and the translated into English. The focus of the essays showed a single focus which was sustained throughout the piece. The writings stayed focused on the main idea making it clear and easy for the reader to follow. As a result of having a good focus, the other features were influenced positively.

For the category ORGANIZATION:

“When I wrote the Spanish version into English, It was easier to put all my sentences and paragraphs together making easy to know what phrases and sentences are related to each other.” (Organize and connect my ideas.)

“When I wrote the Spanish version into English, It was easier to tie sentences and paragraphs together”

“When I wrote the Spanish version into English, It was easier to write sentences that relate to each other”

“When I wrote the Spanish version into English, It was easier to connect sentences and paragraphs.”

All the participants thought that it was easier to organize when writing in a foreign language with the use of pedagogical translation as a tool. These answers were strongly confirmed with the results of their writing tests as shown earlier in Graphic 5: Results of the essays written in Spanish first and the translated into English. The essays were well-organized writings which were easy to follow for the reader. The framework the writers provided fulfilled the expectations for the text.

For the category SUPPORT AND ELABORATION:

“When I wrote the Spanish version into English, It was easier to think and write a lot of related supporting sentences about the main topic of my essay.” (Write specific and enough details about the topic.)

“When I wrote the Spanish version into English, it was easier to have clear ideas in order to support the main idea.”

“When I wrote the Spanish version into English, it was easier to write only about the thesis of the essay because I always write supporting paragraphs about similar but not the same thesis.”

“When I wrote the Spanish version into English, it was easier to think about details related to the topic easily and faster.” (Think about more details about the topic.)

All the participants thought that it was easier to gather details that were related to the thesis of the essay with the use of pedagogical translation as a tool. These answers were strongly confirmed with the results of their writing tests presented earlier in Graphic 5: Results of the essays written in Spanish first and the translated into English. The participants got somewhat specific with their details making it relatively easy to picture what they were intending to communicate. Almost all of their details were relevant to the thesis of the essay.

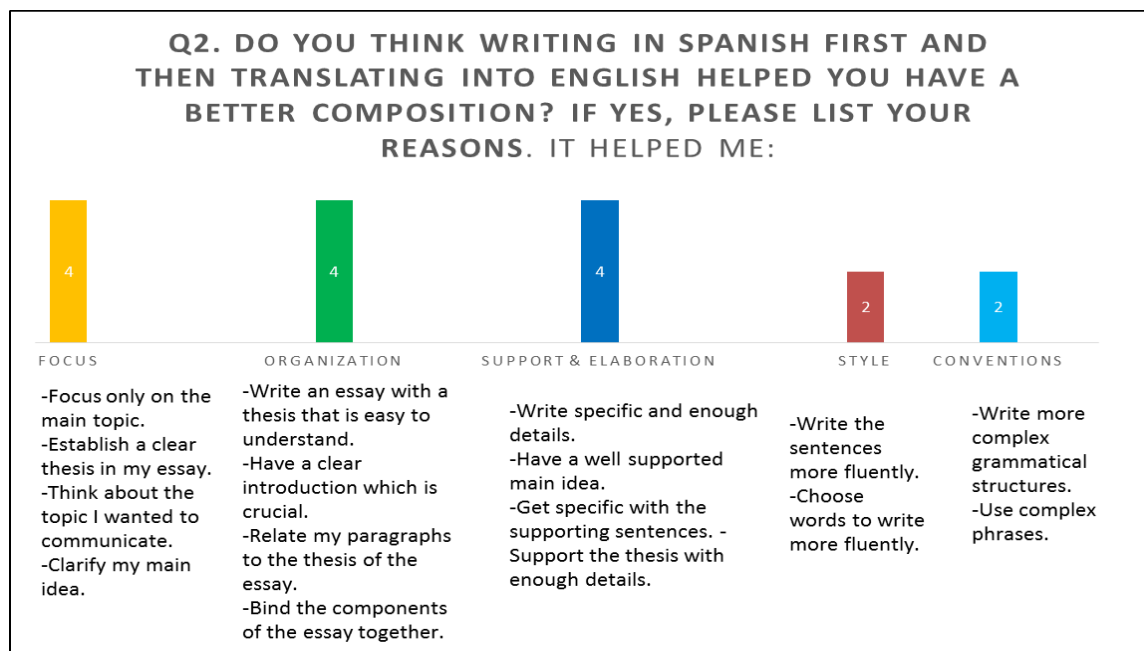
For the category STYLE:

“When I wrote the Spanish version into English, It was easier to use only words that are related to the main idea and not the unnecessary ones.” (Use the right words to express ideas.)

“When I wrote the Spanish version into English, it was easier to avoid writing unnecessary words.”

Two of the participants thought that using pedagogical translation made it easier to select appropriate words and keep the writing concise. These answers contrasted with the results of their writing tests shown previously in Graphic 5: Results of the essays written in Spanish first and the translated into English. The writing of this group had an appropriate style for the persuasive essays. However, the word choice of participants 1 and 2 was mostly concise and precise with proper words used to convey the meaning. The fluency of their sentences was adequate though there were instances of a few loose sentences. For participants 3 and 4, the style of their essays was considered FAIR TO POOR due to the limited range and frequent errors of word choice.

For question number 2, the results were as follows:



Graphic 12. Question 2. Better compositions with the use of pedagogical translation as a tool.

In the qualitative question #2, the participants' answers were categorized according to the features of writing they indirectly mentioned in their responses. The chart shows the opinions about the use of pedagogical translation as a tool when writing persuasive essays. Their responses were as follows:

For the category FOCUS:

“Writing in Spanish first and then translating into English help me have a better composition because I was able to concentrate only in the main topic of my essay.”
(Focus only on the main topic.)

“Writing in Spanish first and then translating into English help me establish a clear thesis in my essay.”

“Writing in Spanish first and then translating into English help me think about the topic I wanted to communicate.”

“Writing in Spanish first and then translating into English help clarify my main idea.”

According to the participants’ responses, the use of pedagogical translation helped them focus on a single idea throughout the piece. The responses matched the results of their writings presented previously in Graphic 5: Results of the essays written in Spanish first and the translated into English. The foundations of their essays were well-established which had a positive impact on other features of the writing.

For the category ORGANIZATION:

“Writing in Spanish first and then translating into English help me write an essay with a thesis that is easy to understand.”

“Writing in Spanish first and then translating into English help me have a very organized and strait to the point introduction which I have been told by my teachers is crucial.”
(Have a clear introduction which is crucial for the essay.)

“Writing in Spanish first and then translating into English help me organize my ideas and by doing that it was easier to relate my paragraphs to the thesis of the essay.

“Writing in Spanish first and then translating into English help me blind the components of the essay together.”

Each of the participants felt that organization was positively influenced with the use of pedagogical translation as a tool when writing their persuasive essays. These answers were strongly confirmed with the results of their writing tests shown in Graphic 5: Results of the essays written in Spanish first and the translated into English. The results exemplified well-organized writings. The introduction captivated the readers to continue because of its clear direction and intent. The body and the conclusion were appropriate for persuasive essays and the cohesive elements of the essays blended together.

For the category SUPPORT AND ELABORATION:

“Writing in Spanish first and then translating into English help me write a lot of related supporting details about the main topic of my essay.” (Write specific and enough details.)

“Writing in Spanish first and then translating into English help me have a well-supported main idea.”

“Writing in Spanish first and then translating into English help me get specific with the supporting sentences.”

“Writing in Spanish first and then translating into English help me support the thesis with enough details.”

The participants felt that translating their Spanish version into English improved the support and elaboration aspect of their compositions. These answers were strongly confirmed with the results of their writing tests shown earlier in Graphic 5: Results of the essays written in Spanish first and the translated into English. Participants 1, 2, and 4 got somewhat specific with their details making it relatively easy to picture what they were intending to communicate. Almost all of their details were relevant to the thesis of the essay. Participant 4 had clearly stated ideas that supported their argument with sufficient and relevant details.

For the category STYLE:

“Writing in Spanish first and then translating into English help me make my essay sounds closer to the native speaker.” (Write the sentences more fluently.)

“Writing in Spanish first and then translating into English help me choose words to write more fluently.”

Two of the participants felt that translating helped them have better style in their compositions. These answers contrasted with the results of their writing tests presented previously in Graphic 5: Results of the essays written in Spanish first and the translated into English. The word choice of participants 1 and 4 were mostly concise and precise. They had few unnecessary words and used appropriate words to convey the meaning. The fluency of their sentences was adequate but there was instances of a few loose sentences. The other 2 participants had a sophisticated range with effective word/idiom choice and usage.

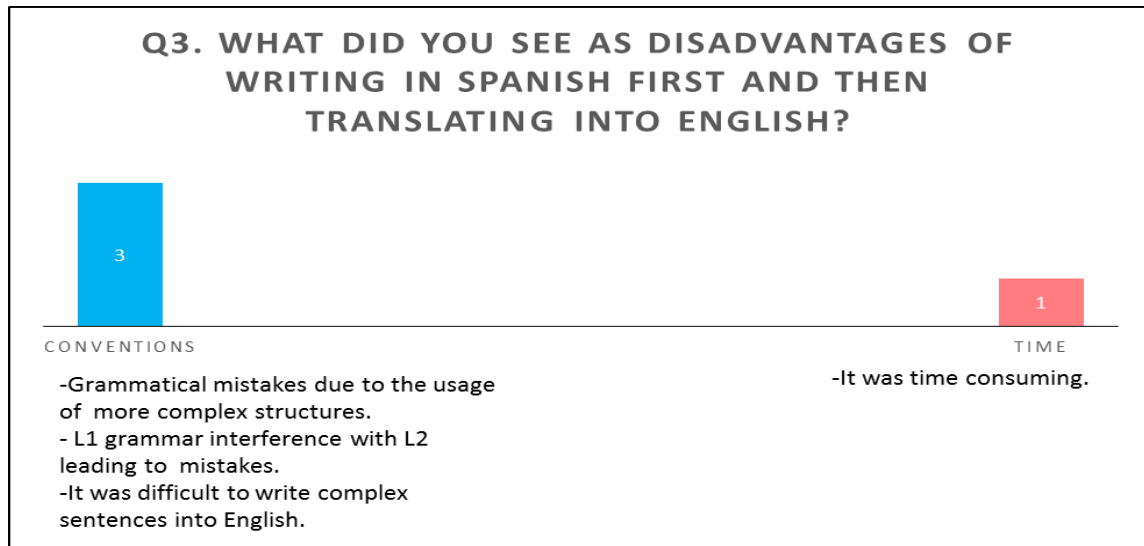
For the category CONVENTIONS:

“Writing in Spanish first and then translating into English help me Write more complex sentences and paragraphs since I was very fluent in my Spanish version.” (Write more complex grammatical structures.)

“Writing in Spanish first and then translating into English help me had a better composition because I used complex sentences.” (Use complex sentences.)

Even though 2 of the participants felt that translating the Spanish version into English helped them with the conventions, the results of their writing tests did not reflect this opinion. Graphic 5: Results of the essays written in Spanish first and the translated into English shows that pedagogical translation had little impact on conventions.

For question number 3, the results were as follows:



Graphic 13. Question 3. Disadvantages of the use of pedagogical translation as a tool.

In the qualitative question #3, the participants' answers were categorized according to the feature of writing they indirectly mentioned in their responses. The chart shows the disadvantages of writing in Spanish first and then translating into English. Their answers were as follows:

For the category CONVENTIONS:

"The Spanish essay confused me when I try to write the English one, if I didn't revise the essay I could have more mistakes compared with what I may have." (L1 grammar interference with L2 leading to mistakes)

"It was difficult to write complex sentences into English."

"I noticed I had more grammar mistakes because I was forced to use more difficult sentences since my Spanish version had lots of them." (Grammatical mistakes due to the usage of more complex structures)

According to the participants responses, pedagogical translation did not help them with conventions which was fully supported with the results of their written tests.

Participants 1 and 2 had few errors in the usage sentence formation, but participants 3 and 4 had frequent errors suggesting that pedagogical translation had a minor impact. The conventions were primarily influenced by the knowledge of the language of the participants.

For the category TIME:

“The only thing I didn’t like about using Spanish was that it takes you more time to write a normal essay.” (It was time consuming)

One participant in this group saw time as a disadvantage of writing in Spanish first then translating into English.

In summary, it is evident that the participants of this group believe that pedagogical translation made it easier for them to write their persuasive essay and resulted in better composition. The responses from the questionnaires were in agreement with the essay results shown in Graphic 5: Results of the essays written in Spanish first and the translated into English. Both the questionnaire and essays showed that the most significant benefits were in the categories of Focus, Organization and Support and Elaboration.

In the qualitative observation, the participants did not show any difficulties with the timing. In fact, all of them finished before the allocated time expired. After the test, they were pleased with their writings and they felt confident about the results. They suggested to the researcher to tell teachers to use Spanish more often in class because it was surprisingly very useful for them.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

All the objectives stated in the present research were accomplished.

6.1.1 General objective.

To examine the influence in the quality of writing with regards to focus, organization, support and elaboration, style and conventions when pedagogical translation is used as a tool to write persuasive essays by English Foreign language students, level 6.3 (advanced English) from ‘Centro de Enseñanza y Traducción de Idiomas’ CETI.

In order to reach the general objective of this research, participants wrote persuasive essays. One group of participants wrote directly in English and the other with the use of pedagogical translation as a tool (the first draft in Spanish then translated into English). Based on the nature of the research, the persuasive essays of both writing processes were rated on features of an effective writing which includes focus, organization, support and elaboration, style and conventions. Each of these categories was individually evaluated with an analytical scoring system rather than giving a single score which allowed a depth analysis of the influence of pedagogical translation in the quality of writing.

6.1.2 Specific objectives.

To make students from CETI level 6.3 write persuasive essays directly in English.

To make students from CETI level 6.3 write persuasive essays with the use of pedagogical translation (first in Spanish and then translate into English).

The participants of both groups wrote a 150-word persuasive essay with parameters of a typical writing examination. One group wrote the essay directly in English while the other incorporated pedagogical translation as a tool. For the group using pedagogical translation, the researcher clarified the appropriate use of translation in their compositions. To ensure a fair and unbiased research, the topic of the written test took into consideration: Style of topic, participants' familiarity to the topic, and cultural neutrality. These essays were assessed with an analytic scoring in order to examine several aspects of writing rather than giving a single score. Another important aspect that was considered to reach this objective was timing. The time allowed for writing the essays was decided by the researcher's own experience and the experience of the participants in the pilot session.

To compare the quality of both writing processes, one directly in English and the other with the use of pedagogical translation.

To compare the results of the quality of both writing processes of the essays, the essays were rated analytically on the features of writing including focus, organization, support and elaboration, style, and conventions scoring. Each category was compared side by side to identify differences and similarities.

To ask both groups of participants about their experiences and opinions when writing persuasive essays for both writing processes:

- **writing directly in English**
- **writing in Spanish first then translating into English.**

In order to reach this objective, two different open-ended qualitative questionnaires were applied at the end for each writing process. The questions were designed in such a way that participants had freedom to express their views in response to the question asked without any influence. The questionnaire for the direct writing process was developed to understand specifically if somehow Spanish was used in their composition. The questionnaire for the group who use pedagogical translation was

developed in order to know their experiences and opinions about the influence of translation when writing persuasive essays as well as the potential disadvantages of this method.

To observe important information about both writing directly in English and writing in Spanish first and translating into English when participants are in the process of doing their compositions.

This objective was achieved in both groups of participants with the use of the qualitative observation method. This method of data collection is the systematic, valid, and reliable record of observable behaviors and situations. By observing and writing everything that was considered indispensable, we were able to collect additional information.

The bibliographical review made for this research was very supportive about the use of pedagogical translation as a tool in EFL class to achieve better quality of writing. This research examined the influence of translation when writing persuasive essays. The results of the case study were as follows:

In the direct writing process, participants had trouble with:

- **Focus** because they struggled to focus on a single topic which led to lists of loosely connected facts. There was no central idea to hold together the essay and resulted in inadequate development of the topic. Since focus is the foundation for constructing a good piece of writing, it clearly had an impact on the other features of an effective writing. Therefore, this group's focus was considered FAIR TO POOR, due to the limited knowledge of the subject, little substance and inadequate development of the topic. According to the analytic EFL composition scoring profile, this group was rated 3 for Focus.
- **Organization** because the structure of the essays (the introduction, body, and conclusion) showed a lack of organization and the cohesive elements of the essay did not blend together. This made it hard to know what was being referred to

and how phrases and sentences were related. Therefore, the organization was considered FAIR TO POOR due to the lack of fluency, logical sequencing, and development. According to the analytic EFL composition scoring profile, this group was rated 3 for Organization.

- **Support and elaboration** because they lacked specific details making it difficult to interpret what the essays were intending to communicate. They did not provide relevant arguments to support their point of view. Therefore, support and elaboration were considered FAIR TO POOR due to minimal or unrelated details. According to the analytic EFL composition, this group was rated 3 for Support and Elaboration.
- **Style** where participants 1 and 2 were considered GOOD TO AVERAGE due to the adequate range and occasional errors of word choice. According to the analytic EFL composition scoring profile, these participants were rated 4. Referring to the elements of style for participants 3 and 4, the word choice was not concise and precise. They used many unnecessary words and they did not select the most appropriate words to convey meaning. The fluency of the sentences was adequate. Therefore, style on participants 3 and 4 was considered FAIR TO POOR due to the limited range and frequent errors of word choice. According to the analytic EFL composition scoring profile, these participants were rated 3.
- **Conventions** because some of the participants had frequent errors of spelling, punctuation and capitalization. Conventions for participants 1, 2, and 4 were considered GOOD TO AVERAGE which equates to a rating of 4 according to the analytic EFL composition scoring profile. Conventions for participant 3 were considered FAIR TO POOR which equates to a rating of 3 according to the analytic EFL composition scoring profile.

Table 28

Direct writing process results

	PARTICIPANT 1	PARICIPANT 2	PARTICIPANT 3	PARTICIPANT 4
FOCUS	FAIR TO POOR (3)	FAIR TO POOR (3)	FAIR TO POOR (3)	FAIR TO POOR (3)
ORGANIZATION	FAIR TO POOR (3)	FAIR TO POOR (3)	FAIR TO POOR (3)	FAIR TO POOR (3)
SUPPORT AND ELABORATION	FAIR TO POOR (3)	FAIR TO POOR (3)	FAIR TO POOR (3)	FAIR TO POOR (3)
STYLE	GOOD TO AVERAGE (4)	GOOD TO AVERAGE (4)	FAIR TO POOR (3)	FAIR TO POOR (3)
CONVENTIONS	GOOD TO AVERAGE (4)	GOOD TO AVERAGE (4)	FAIR TO POOR (3)	GOOD TO AVERAGE (4)

The persuasive essays written by the participants who used pedagogical translation compared with the group that wrote directly in English had clearly better quality of writing at least in three of the five features of an effective writing.

- **Focus.** The participants sustained a single focus throughout the piece. The writings stayed focused on the most important topic making them very clear and easy to follow. The foundations of the essays were well established. Therefore, their focus was considered EXCELLENT TO VERY GOOD due to the writings being knowledgeable, substantive, and relevant to the assigned topic. According to the analytic EFL composition scoring profile, this group was rated 5 for Focus.
- **Organization.** The text structures of the essays showed good organization. The cohesive elements of the essays blended together helping the reader know what is being referred to. The organization for participants 1, 3, and 4 was considered GOOD TO AVERAGE which equates to a rating of 4 according to the analytic EFL composition scoring profile. Some of the text structures were loosely organized but the main idea was clear. The writing was logical but had some incomplete sequencing and it was considered to be generally cohesive. The organization for participant 2 was considered EXCELLENT TO VERY GOOD due to the writing having fluent expressions and concise statements which

equates to a rating of 5 according to the analytic EFL composition scoring profile.

- **Support and elaboration.** The participants were specific with their details which helped elaborate what the writings were trying to convey. They provided concrete, specific details, and relevant arguments to support their point of view. Therefore, the support and elaboration for participants 1, 3, and 4 were considered GOOD TO AVERAGE which equates to a rating of 4 according to the analytic EFL composition scoring profile. Support and elaboration for participant 2 were considered EXCELLENT TO VERY GOOD due to the ideas being clearly stated and supported with sufficient details and good and relevant details which equates to a rating of 5 according to the analytic EFL composition, scoring profile.

In the other two features of an effective writing, the results between both groups were similar suggesting that the use of pedagogical translation had a limited impact.

- **Style.** Two participants had limited range and frequent errors of word/idiom choice. This resembled the group who wrote directly in English suggesting that pedagogical translation had very little influence on style. Therefore, the score of participant 1 was GOOD TO AVERAGE due to the adequate range and occasional errors of word choice which equates to rating 4. The score of participant 2 is EXCELLENT TO VERY GOOD due to sophisticated range, effective word/idiom choice and usage, form mastery and appropriate registry which equates to rating 5. And the score in style for participants 3 and 4 was considered FAIR TO POOR due to the limited range and frequent errors of word choice which equates to a rating of 3 according to the analytic EFL composition scoring profile.
- **Conventions.** Two participants had frequent errors of spelling, punctuation, and capitalization similar to the group who wrote directly in English suggesting that

pedagogical translation does not have a strong influence on conventions. The conventions for participant 1 were considered GOOD TO AVERAGE which equates to a rating of 4 according to the analytic EFL composition scoring profile. For participant 2, conventions were considered EXCELLENT TO VERY GOOD which equates to a rating of 5 according to the analytic EFL composition scoring. Conventions for participants 3 and 4 were considered FAIR TO POOR which equates to a rating of 3 according to the analytic EFL composition scoring profile.

Table 29

Essays written by the participants who used pedagogical translation

	PARTICIPANT 1	PARICIPANT 2	PARTICIPANT 3	PARTICIPANT 4
FOCUS	EXCELLENT TO VERY GOOD (5)	EXCELLENT TO VERY GOOD (5)	EXCELLENT TO VERY GOOD (5)	EXCELLENT TO VERY GOOD (5)
ORGANIZATION	GOOD TO AVERAGE (4)	EXCELLENT TO VERY GOOD (5)	GOOD TO AVERAGE (4)	GOOD TO AVERAGE (4)
SUPORT AND ELABORATION	GOOD TO AVERAGE (4)	EXCELLENT TO VERY GOOD (5)	GOOD TO AVERAGE (4)	GOOD TO AVERAGE (4)
STYLE	GOOD TO AVERAGE (4)	EXCELLENT TO VERY GOOD (5)	FAIR TO POOR (3)	FAIR TO POOR (3)
CONVENTIONS	GOOD TO AVERAGE (4)	EXCELLENT TO VERY GOOD (5)	FAIR TO POOR (3)	FAIR TO POOR (3)

In the questionnaires, the results are as follows:

Responses to the questionnaires showed that although the participants who wrote in English strongly supported direct writing, they had many difficulties with the quality of writings and ended up relying on the mother tongue by thinking or mentally translating. This suggests that students tend to mentally translate into their mother

tongue no matter how hard teachers urge them not to. Meanwhile, pedagogical translation made it easier for participants to write their persuasive essay and it enabled better composition, suggesting that translation is an inevitable process in foreign language learning and should be used to our advantage.

The responses to the questionnaires suggested that translating was a time consuming exercise. However, in the qualitative observation, the participants who used pedagogical translation as a tool did not show any difficulties with finishing the essay on time. After the test, they were pleased with their writings and they felt confident about the results. On the other hand, the participants who wrote directly in English needed more time to complete the test.

6.1.3 Hypothesis.

The hypothesis made before collecting the data is the following:

The use of pedagogical translation in EFL influences positively the quality of writing with regards to focus, organization, support and elaboration, style and conventions when English Foreign language students, level 6.3 (advanced English) from –‘Centro de Enseñanza y Traducción de Idiomas’ CETI, write persuasive essays.

After we collected and analyzed the data, it was determined that the inclusion of translation as a tool in foreign language classes has a positive influence in the composition of persuasive essays compared with the participant’s essays that were written directly in English. A better quality of writing is clearly evident in the group of participants who used pedagogical translation in three of the five writing features which are: focus, organization, and support and elaboration. Regarding the aspect of style, we observed a slight positive influence from the use of pedagogical translation. There was no evidence of a positive or negative influence on conventions. This fact illustrates that the Hypothesis was partially accurate since it highlighted the positive influence but not across all aspects of essay composition.

In summary, translation can be a valuable pedagogical tool to enhance essay composition and it can successfully contribute to the strengthening of writing skills. Pedagogical translation as a tool has the most impact on three features of effective writing which are focus, organization and support and elaboration. Pedagogical translation had limited influence on style and convention.

6.2 RECOMMENDATIONS

Considering the data revealed in this thesis, we recommend that pedagogical translation should be promoted by the teacher in TEFL during their class when students do not have good writing quality with regards to focus, organization, support and elaboration, style and conventions when writing persuasive essays. It is important to be careful in four aspects when using this tool.

- ✓ Before any written test, it is important to make sure that participants know how to write persuasive essays or any other type of essays so that the focus is only on the writing.
- ✓ Provide a brief explanation about how the translation will be used and what type of translation they should use before participants start writing their persuasive essays.
- ✓ Set time limit.
- ✓ Provide comprehensible input and promote quality over quantity.

The use of pedagogical translation as a tool had positive results in the quality of the persuasive essays in three features of an effective writing which are focus, organization and support and elaboration. Based on the results and evidence of this study, pedagogical translation as a tool can be particularly beneficial for participants who have lower level of English. Additionally, translation can be used in any language course in order to strengthen the four skills: writing, reading, speaking and listening. Translation can be incorporated in the four language skills with positive results, leading us to think of additional possibilities of incorporating translation into TEFL.

(Leonardini, 2010) The teacher's perspective plays an important role on how and when he or she can incorporate translation to ensure a positive influence on language skills.

Finally, we conclude that it is important to research the influence of translation in the four language skills not only in writing but also in speaking, listening, and reading. Based on the positive results of this thesis, there must be more research into new methods of incorporating pedagogical translation into foreign language classes. There is a need to officially re-evaluate the use of translation in the field of foreign language teaching. We recommend to assess this study in order to guide the evaluation of these new methods.

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APPENDIXES

APPENDIX A

TESTS WRITTEN DIRECTLY IN ENGLISH:

- 1. DIRECTIONS:** Write a 150-word argumentative essay on the topic below in 50 minutes. (Notice: 40 minutes for the essay writing and 10 minutes for revision). Both the draft and the final version should be handed in.

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

TEST WRITTEN DIRECTLY IN ENGLISH # 1

By Reynaldo

Attendance to university

Original Submission

University is an important institution where students aquired knowledge according the carreer they are studying. Some people believe going to the classes is not essencial, while others believe it is. In my opinion studying in a university is important for your professional formation.

Teachers use materials that will help us aquire knowledge. Knowledge is one of the best options to achieve a university degree. Once you have a dregree you should not stop learning that way you will be successful in life. It is important to continue your education.

Whenever we go to classes we have the opportunity to learn not only from teachers but also from our classmates. That way we can recolect knowledge from all our surrondings. Moreover, the fact that we are surrounded by our teachers and classmates help us to grown as a better person. And againg as a result you are a better professional.

In conclusion, attendance to university is essencial for your professional formation. It is also very essencial not to stop your education. I prefer to go to classes because it has two important reason to do so. As mentioned before it helps us with a great degree and great professional life.

Corrected Version Highlighting Edits

University is an important institution where students **acquire knowledge** according (to) the **career** they are studying. Some people believe going to the classes is not **essential**, while others believe it is. In my opinion, studying in a university is important for your professional formation.

Teachers use materials that will help ~~us~~ (the students) **acquire** knowledge. (**Obtaining**) knowledge is one of the ~~best options~~ (**primary reasons**) to achieve a university degree. Once ~~you~~ (they) have a **degree**, ~~you~~ (they) should ~~not stop learning that way you will~~ (**continue learning to**) be successful in life. It is important to continue your education.

Whenever ~~we~~ (students) go to classes, ~~we~~ (they) have the opportunity to learn not only from teachers but also from ~~our~~ (their) classmates. That way ~~we~~ (they) can **collect** knowledge from all ~~our~~ (their) **surroundings**. Moreover, the fact that ~~we~~ (they) are surrounded by ~~our~~ (their) teachers and classmates helps ~~us~~ (them) to **grow** as a better person. ~~And again As a result~~ (**This experience will make**) ~~you are a~~ (them) better professionals.

In conclusion, attendance to university is **essential** for your professional formation. It is also very **essential** not to stop your education. I prefer to go to classes because ~~it has~~ (**there are**) two important reasons to do so. As mentioned before, it helps ~~us~~ with (**obtaining**) a great degree and (**acquiring the skills needed in**) ~~great~~ professional life.

Final Version

University is an important institution where students acquire knowledge according to the career they are studying. Some people believe going to the classes is not essential, while others believe it is. In my opinion, studying in a university is important for your professional formation.

Teachers use materials that will help the students acquire knowledge. Obtaining knowledge is one of the primary reasons to achieve a university degree. Once they have a degree, they should continue learning to be successful in life. It is important to continue your education.

Whenever students go to classes, they have the opportunity to learn not only from teachers but also from their classmates. That way they can collect knowledge from

all their surroundings. Moreover, the fact that they are surrounded by their teachers and classmates helps them to grow as a better person. This experience will make them better professionals.

In conclusion, attendance to university is essential for your professional formation. It is also very essential not to stop your education. I prefer to go to classes because there are two important reasons to do so. As mentioned before, it helps with obtaining a great degree and acquiring the skills needed in professional life.

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5					
Good to average 4				4	4
Fair to poor 3	3	3	3		
Very poor 2					
					Total: 17/25

TEST WRITTEN DIRECTLY IN ENGLISH # 2

By Willy Cahuapaza

Being in class or not

Original Submission

Some people believe that university students should be required to attend classes. First, The traditional way of teaching has been successfully adapted to the new generation, and has achieved many extraordinary results in the past. For that reason, I believe that university students shouldn't leave to attend classes.

Since many years ago, The universities have applied some policies which have given great achievements so far. One of those policies was to attend classes as a way to learn more and much better for students because there were many benefits at learning in classes.

Some of those benefits were concerned that the students might learn a lot, and they might retain the lesson easily. Another benefit was that the student might learn if they work in groups of students. On one hand, many students have found this way of teaching like a good way to understand better a lesson. On the other hand, the teachers say that there is no another way to teach as staying in class.

We have found many benefits of staying in class, and have seen that the best way of learning is to attend classes. May be that nowadays we can find other ways of learning but we want find a good system so as to have a good knowledge.

Corrected Version Highlighting Edits

Some people believe that university students should be required to attend classes. First, the traditional way of teaching has been successfully adapted to the new generation, and has achieved many extraordinary results in the past. For that reason, I believe that university students shouldn't leave to (should) attend classes. Since

(For) many years ago, ~~the~~ universities have applied some policies which have ~~given~~ (led to) great achievements so far. One of those policies was to attend classes (because it is the best way to learn) as a way to learn more and much better for students (and) because there ~~were~~ (are) many benefits ~~at~~ (from) learning in classes. (The introduction paragraph is not clear)

Some of those benefits ~~were concerned that the students might learn a lot, and they~~ (are that the students learn quickly and) ~~might~~ retain the lesson easily. Another benefit ~~was~~ (is) that ~~the students might learn~~ (better when) if they work in groups of students. ~~On one hand,~~ Many students have found this way of ~~teaching~~ (learning) like a good way to understand ~~better~~ a lesson. ~~On the other hand,~~ (Many of) the teachers say that there is no ~~another~~ (other) way to ~~teach~~ (learn) as (but) ~~staying~~ in class.

We have found many benefits of ~~staying in~~ (attending) class, and have seen that (it is) the best way of learning ~~is to attend classes.~~ ~~Maybe that~~ Nowadays, we can find other ways of learning but we want (to ensure it is) ~~find~~ a good system that effectively transfers knowledge ~~so as to have a good knowledge.~~

Final Version:

Some people believe that university students should be required to attend classes. First, the traditional way of teaching has been successfully adapted to the new generation, and has achieved many extraordinary results in the past. For that reason, I believe that university students should attend class.

For many years universities have applied some policies which have led to great achievements so far. One of those policies was to attend classes because it is the best way to learn and because there are many benefits from learning in class. (The introduction paragraph is not clear)

Some of those benefits are that the students learn quickly and retain the lesson easily. Another benefit is that students learn better when they work in groups. Many

students have found this way of learning a good way to understand a lesson. Many of the teachers say that there is no other way to learn but in class.

We have found many benefits of attending class and have seen that it is the best way of learning. Nowadays, we can find other ways of learning but we want to ensure it is a good system that effectively transfers knowledge.

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5					
Good to average 4				4	4
Fair to poor 3	3	3	3		
Very poor 2					
					Total: 17/25

TEST WRITTEN DIRECTLY IN ENGLISH # 3

By Jose Luis Castro

Being or not to be in classes

Original Submission

There are different reason why being in class is important. Personally I believe it is very crucial because we can learn more that the other students whom are not in classes. That is why being in classes and have and full attendans are necessary for academic score.

Firstly, if a student do not miss any class he will be cached up with all the subjects. Moreover there are many teacher whom take into account attendance as a part of the grades, in contrast the students whom are not in classes and even if they have the books to study, they will have missed very important information. Since sometimes teachers teach us things that are not in the books.

Secondly, full attendance makes us more responsible, besides it can be usefull in our entire life because sometimes attendans is related to puntuality.

Corrected Version Highlighting Edits

There are ~~different~~ (several) reasons why being in class is important. Personally I believe it is very crucial because ~~we can~~ (I am able to) learn more ~~that~~ (than) the other students whom ~~are not in~~ (do not attend) classes. That is why being in classes and having ~~and~~ full attendance are necessary for academic score.

Firstly, if a student does not miss any class, he will be ~~cached~~ (caught) up with all the subjects. Moreover, there are many teachers whom ~~take~~ take into account attendance as a part of the grades. ~~In contrast~~-(addition), the students whom ~~are not in~~ (do not attend) classes ~~they will have~~ missed very important information even if they have the books to study- since sometimes teachers teach us things that are not in the books.

Secondly, full attendance makes us more responsible. ~~besides~~ It can be **useful** in our entire life because sometimes **attendance** is related to **punctuality**. (More sentences missing)

Final Version

There are several reasons why being in class is important. Personally I believe it is very crucial because I am able to learn more than the other students who do not attend class. That is why being in class and having full attendance are necessary for academic score.

Firstly, if a student does not miss any class, he will be caught up with all the subjects. Moreover, there are many teachers who take into account attendance as a part of the grades. In addition, the students who do not attend class miss very important information even if they have the books to study since sometimes teachers teach things that are not in the books.

Secondly, full attendance makes us more responsible. It can be useful in our entire life because sometimes attendance is related to punctuality. (More sentences missing)

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5					
Good to average 4					
Fair to poor 3	3	3	3	3	3
Very poor 2					
					Total: 15/25

TEST WRITTEN DIRECTLY IN ENGLISH # 4

By Oscar Soliz

Students and Classes

Original Submission

Some people believe that university students should be required to attend classes. In fact, I think that students from university have to attend classes and do not miss anyone because they do not know exactly when the profesor is going to learn importants parts or importants structures from the subject.

There are not doubt, that students who miss classes will have less escores than the others who have attended all classes because, it should be better if you learn from the profesor rirectly. For instance, students who want to have good scores have to try to attend all the classes. However, teacher and profosors have some extrategies to required students to atten.

There are some profosors who have been having some estrategies to score students. For example, profosors can increase the score for students who do not have any missed class, concecuently, the people who have some problems with their scores from tests, homework, etc, have to think about this because it can help them.

In general, students have to think about attend almost of the classes at university, because it could be important for your knowledge level. In conclusion the more classes you attend the better scores you may have.

Corrected Version Highlighting Edits

Some people believe that university students should be required to attend classes. In fact, I think that ~~students from university~~ (university students should) have to attend classes and should not miss anyone because they do not know exactly when the

~~professor~~ is going to ~~learn~~ (teach) important-~~s~~ parts or ~~important~~s structures from the subject.

There ~~are~~ (is) not doubt, that students who miss classes will have ~~less~~ (lower) ~~scores~~ than the others who have attended all classes because, it (is) ~~should be~~ better if you learn from the ~~professor directly~~. ~~For instance,~~ Students who want to have good scores ~~have to~~ (must) try to attend all the classes. However, teachers and ~~professors~~ have some ~~strategies to required~~ (that encourage) students to ~~attend~~.

There are some ~~professors~~ who ~~have been having~~ (use) some ~~strategies~~ to score students (based on attendance). For example, ~~professors~~ can increase the score for students who ~~do not~~ have (not) ~~any~~ missed class. ~~Consequently,~~ the ~~people~~ (students) who have some problems with their scores from tests (and) homework, ~~ete~~, have to think about this because it can help them.

In general, students ~~have to think about~~ (should) attend ~~almost of the~~ classes at university, because it could be important for ~~your~~ (their) knowledge level. In conclusion, the more classes you attend the better scores you may have. (~~The essay should not be about scores~~)

Final Version

Some people believe that university students should be required to attend class. In fact, I think that university students should have to attend class and should not miss any because they do not know exactly when the professor is going to teach important parts or structures from the subject.

There is no doubt that students who miss classes will have lower scores than the others who have attended all classes because it is better if you learn from the professor directly. Students who want to have good scores must try to attend all the classes. However, teachers and professors have some strategies that encourage students to attend.

There are some professors who use some strategies to score students based on attendance. For example, professors can increase the score for students who have not missed class. Consequently, the students who have some problems with their scores from tests and homework have to think about this because it can help them.

In general, students should attend classes at university, because it could be important for their knowledge level. In conclusion, the more classes you attend the better scores you may have. **(The essay should not be about scores)**

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5					
Good to average 4					4
Fair to poor 3	3	3	3	3	
Very poor 2					
					Total: 16/25

APPENDIX B

TESTS WRITTEN WITH THE USE OF PEDAGOGICAL TRANSLATION:

- 1. DIRECTIONS:** Write a 150-word essay on the topic below in 60 minutes. Notice: write first in Spanish, and then translate into English. You will have 10 minutes for the Spanish writing, 40 minutes for the translation into English and 10 minutes for revision. Both the Spanish draft and the English version should be handed in.

IMPORTANT: Whenever you are translating, remember that it is very important to translate the meaning and not literally. “Free Translation is the act of rendering the sense of a source document, rather than slavishly dragging source words and word order into the translation. Understanding of both cultures is also important in free translations. Fluency for target readers is more important than fidelity.” (Harum, 2009) For example:

Phrase	Literal translation	Translation of the meaning
“El trabajo es pan comido”	“The job is bread eaten”	“The job is a piece of cake”

The literal translation of “ser pan comido” is “to be bread eaten” and it means that something is very easy to do. It is the English equivalent of saying something is a piece of cake.

Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with? Use specific reasons and details to explain your answer.

TEST WRITTEN WITH THE USE OF PEDAGOGICAL TRANSLATION # 1

By Jonathan

Attending classes – Personal development

Original Submission Spanish

¿Sabias que en La Paz usan la palabra “chachar” como referencia a alguien que no va a clases regularmente? Con el avance de la tecnología y la globalización ya no es necesario ir día a día a clases para aprender pero esto significa que las clases presenciales deben ser eliminadas. Es más atender a clases es la única forma de formar un buen desarrollo personal.

Primeramente las clases son una fuente de información segura, esto no significa que la información en internet es errónea, si no que esta red está abierta a tanta gente que esta información tiende a multiplicarse haciendo que la misma se distorciona con cada autor, poniéndote en duda si la información obtenida en internet es completamente fiable.

También aprender en clase es nuestra responsabilidad. Atender cada día a clase no es fácil, pero mantener esto regular muestra tu interés, responsabilidad, aprender, informarte de las tareas y hacerlas te enseñan a ser responsable por tu trabajo.

Finalmente lo más importante es socializar, estar con tus amigos, aprender de ellos. El hecho de poder intercambiar, debatir ideas es lo que forma tu aprendizaje y más que todo el trabajo en equipo. Y este trabajo en equipo es lo más necesario en un trabajo no importa el hecho que seas un genio mientras no te expreses bien, no puedes trabajar con otros, debatir con otros, nunca obtendrás apoyo ni soporte.

Original Submission English

Did you know that “chachon” is a word that has been used in La Paz, to describe a person who misses classes on purpose? Thanks to globalization and science forward this

day attending class isn't the only way to acquire knowledge, but it doesn't mean that formal classes should be deleted of the history. Moreover this formal classes are the only way to get a completely personal development.

First of All formal classes are good source of reliable information on comparison to internet, it because, internet is a big open net that every person can post its own point of view, making this information bigger and bigger and make it changed from one site to another giving you not always the right answer.

Responsability, is what you learn on formal classes attending day after day, teach you perseverance and put on you that responsibility not only on attending classes but also on managing your schedule and homework, developing on you that responsibility completely necessary on the succesfull of your life.

And the most important socialize, being with your pears, learn with and from them is the key of a completely personal development, share your ideas discuss them, working on a team is the most important and valuable if you want to get a good job, knowing each answer of all questions doesn't make you better you should be able to share it discuss them and setting the support for your idea is part of us as human beings.

Is for this three reasons, getting a reliable information learning of responsibility and the most important socialize with others are keys on you having a complete development not only as a person but also as a human.

Corrected Version Highlighting Edits

~~Did you know that "chachon" is a word that has been used in La Paz, to describe a person who misses classes on purpose?~~ (Not relevant) Thanks to globalization and science forward (advancements in science) ~~this day~~ attending class ~~isn't~~ is not the only way to acquire knowledge, but it ~~doesn't~~ does not mean that formal classes should be ~~deleted of the history~~ (replaced). Moreover, ~~this~~ formal classes are the only way to get a completely personal development.

First of all, formal classes are (a) good source of reliable information ~~on~~ in comparison to (the) internet. ~~it—because, internet~~ (The internet) is a big open ~~net~~ (resource) ~~that~~ (where) every person can post ~~its~~ (their) own point of view, making ~~this~~ information ~~bigger and bigger~~ (potentially unreliable) ~~and make it~~ (due to the fact that it can be different) ~~changed~~ from one site to another giving you not always the right answer.

Responsibility, is what you learn ~~on~~ (in) formal classes attending day after day. (Attending classes) teaches you perseverance ~~and put on you that~~ (and) **responsibility** ~~not only on~~ (for many important aspects as a student such as) ~~attending classes but also~~ ~~on~~ managing your schedule and homework. (This development of responsibility is) ~~developing on you that~~ **responsibility** completely necessary ~~on the~~ (to be) **successful** ~~of~~ **in** your life.

And the most important (is) ~~socializing, being~~ with your **peers**. **Learning** with and from them is the key of a completely personal development (and allows you to) share your ideas (and) discuss them. **Working** on a team is the most important and valuable (skill) ~~if you want to~~ get a good job. (Even if you) ~~knowing each~~ (the) answer of all questions ~~doesn't make you better~~ you should be able to share ~~it~~ (your knowledge and) discuss (it with your peers.) ~~them and setting the support for your~~ (Communicating) **ideas** is part of ~~us as~~ (of) human ~~beings~~ (nature).

(In conclusion, the following) ~~Is for this~~ three reasons (of) getting a reliable information, learning of **responsibility** and the most importantly ~~socialize~~ (socializing) with others are **keys** (key) ~~on you having~~ (in order to have) a complete (personal) development. ~~not only as a person but also as a human.~~ (More sentences missing)

Final Version

Thanks to globalization and advancements in science attending class is not the only way to acquire knowledge, but it does not mean that formal classes should be

replaced. Moreover, formal classes are the only way to get a completely personal development.

First of all, formal classes are a good source of reliable information in comparison to the internet. The internet is a big open resource where every person can post their own point of view, making information potentially unreliable due to the fact that it can be different from one site to another giving you not always the right answer.

Responsibility, is what you learn in formal classes attending day after day. Attending classes teaches you perseverance and responsibility for many important aspects as a student such as managing your schedule and homework. This development of responsibility is completely necessary to be successful in your life.

And the most important is socializing with your peers. Learning with and from them is the key of complete personal development and allows you to share your ideas and discuss them. Working on a team is the most important and valuable skill to get a good job. Even if you know the answer of all questions you should be able to share your knowledge and discuss it with your peers. Communicating ideas is part of human nature.

In conclusion, the following three reasons of getting a reliable information, learning responsibility and the most importantly socializing with others are key in order to have a complete personal development. **(More sentences missing)**

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5	5				
Good to average 4		4	4	4	4
Fair to poor 3					
Very poor 2					
					Total: 21/25

TEST WRITTEN WITH THE USE OF PEDAGOGICAL TRANSLATION # 2

By Luz Llanos

Original Submission Spanish

Hoy en día, hay personas que piensan que los universitarios deberían asistir a clases, mientras otros piensan que debería ser opcional. Es crucial que los estudiantes atiendan todas las clases que tengan porque ellos podrán interactuar con el profesor, quien responderá cualquier duda que el estudiante pueda tener. Además al asistir a las clases, los estudiantes intercambian información, opiniones e incluso conocimiento con sus compañeros. Al asistir obligatoriamente, los estudiantes no solo aprenden en la clase sino también están más concentrados y enfocados en lo que están aprendiendo.

Primero por ser las clases obligatorias en la universidad, los estudiantes están obligados a interactuar con el profesor, quien está disponible para clarificar cualquier duda en cualquier momento que el estudiante lo requiera. Además, el profesor calificara a los estudiantes, observara como los estudiantes están asimilando el material enseñado en la clase. Por último, el profesor reforzara las fallas que los estudiantes tengan.

Al asistir a clase el estudiante intercambiara información vital, que es dado en la universidad, no solamente con el profesor pero también con sus compañeros. Por ejemplo, si la asistencia es obligatoria el estudiante estará en un constante intercambio de información con sus compañeros. Además el estudiante dará su opinión en clase y su criterio aumentara atreves de escuchar a los demás.

Por esa razón, si los universitarios van a clase ellos estarán más sumergidos en el aprendizaje y más enfocados en su desarrollo personal. Los estudiantes deberían considerar las muchas y muy buenas ventajas que te da al asistir a clase todos los días en vez de solo ir de vez en cuando. Finalmente, los estudiantes deberían reconocer que el conocimiento es logrado mediante la lectura y comprensión del material que los profesores constantemente nos brindan.

Original Submission English

Nowadays there are people who believe that university students should be required to attend classes while others think that it should be optional. It is crucial for students to attend to every class they have because they will interact with the teacher, who will answer to any doubt the student may have. Furthermore by attending to classes the student will exchange information opinions and even knowledge with his or her classmates. Not only the students learn inside the classroom by attending compulsory but also they are more immerge and focus and what they are learning.

First of all, by making the attendance compulsory in the university, the students are forced to interact with the teacher, who is able to clarify any doubt in any moment the student may have. Moreover, the teacher will measure and test how the student is acquiring the material taught in the class. And going further the teacher will reinforce the failures the pupice did in the evaluations.

By attending to classes the student will exchange vital information, which is given in the university, not only with the teacher but also with his or her classmates. For instance, if the attendance is compulsory the student will stay in a constant inter exchange of information with his or her classmates. What's more the student will take a stand in the class and his or her criteria will increase throught listening at her people.

Therefore, if university students go extrictly to classes they will be more immerged in what they are learning and focus in his or her personal development. Students should take into account that there is more and better advantages in attending to classes everyday than just going whenever they want. Finally students should realize that obtaining knowledge can be achive by listening and reading the material the teacher gives constantly inside a classroom.

Corrected Version Highlighting Edits

Nowadays there are people who believe that university students should be required to attend classes while others think that it should be optional. (In my opinion,) it is crucial for students to attend to every class they have because they will interact with

the teacher, who will answer to any ~~doubt~~ (questions) the student may have. Furthermore, by attending to classes, the student will exchange information, opinions, and even knowledge with his or her classmates. Not only (do) the students learn inside the classroom by attending compulsory (classes) but ~~also~~ they are (also) more immersed and focused ~~and~~ (on) what they are learning.

First of all, by making the attendance compulsory ~~in~~ (at) the university, the students are forced to interact with the teacher, who is able to clarify any ~~doubt~~ (confusion) ~~in~~ (at) any moment. ~~the students may have~~. Moreover, the teacher ~~will~~ (can) measure and test how the students ~~is~~ (are) acquiring the material taught in ~~the~~ class. And going further the teacher ~~will~~ (can) reinforce the failures the pupils did in the evaluations.

By attending ~~to~~ classes, the students ~~will~~ exchange vital information, which is ~~given in~~ (provided by) the university, not only with the teacher but also with ~~his or her~~ (their) classmates. For instance, if the attendance is compulsory, the students ~~will~~ stay in a constant ~~inter~~ exchange of information ~~with his or her classmates~~ (between them). (Moreover, ~~What's more the~~ students ~~will take a stand~~ (form opinions) in ~~the~~ class and ~~his or her~~ (their understanding) criteria ~~will~~ increase through listening ~~at her people~~ (to each other).

Therefore, if university students go ~~extremely~~ to classes they will be more immersed in what they are learning and focused ~~in his or her~~ (on their) personal development. Students should take into account that there ~~are more and better~~ advantages in attending ~~to classes~~ (class) everyday (rather) than just going whenever they want. Finally, students should realize that ~~obtaining~~ knowledge can be ~~achieved~~ (obtained) by listening and reading the material the teacher gives constantly inside a classroom.

Final Version

Nowadays there are people who believe that university students should be required to attend classes while others think that it should be optional. In my opinion, it is crucial for students to attend to every class they have because they will interact with the teacher, who will answer to any questions the student may have. Furthermore, by attending to class, the student will exchange information, opinions, and even knowledge with his or her classmates. Not only do the students learn inside the classroom by attending compulsory classes but they are also more immersed and focused on what they are learning.

First of all, by making the attendance compulsory at the university, the students are forced to interact with the teacher, who is able to clarify any confusion at any moment. Moreover, the teacher can measure and test how the students are acquiring the material taught in class. And going further the teacher can reinforce the failures the pupils did in the evaluations.

By attending classes, the students exchange vital information, which is provided by the university, not only with the teacher but also with their classmates. For instance, if the attendance is compulsory, the students stay in a constant exchange of information between them. Moreover, students form opinions in class and their understanding increases through listening to each other.

Therefore, if university students go to class they will be more immersed in what they are learning and focused on their personal development. Students should take into account that there are advantages in attending class everyday rather than just going whenever they want. Finally, students should realize that knowledge can be obtained by listening and reading the material the teacher gives constantly inside a classroom.

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5	5	5	5	5	5
Good to average 4					

Fair to poor 3					
Very poor 2					
					Total: 25/25

TEST WRITTEN WITH THE USE OF PEDAGOGICAL TRANSLATION # 3

By Juan Bautista

Original Submission Spanish

Cuando yo estaba en el colegio era obligatorio asistir a clases. Pero hoy en día con la tecnología que tenemos, muchas universidades, dan opciones a los estudiantes de asistir o no a las aulas de las universidades. To creo que los universitarios deberían asistir a clases porque el estudiante puede preguntarle al profesor con más confianza y el estudiante se concentra mejor en el aula.

Para comenzar, es muy importante asistir a clases porque el estudiante puede hacer preguntas al profesor con mucha más confianza y frente a frente. El hecho de estar lejos de la universidad es una barrera que nos prohíbe el interactuar frente a frente, debido a tal vez, la comunicación del internet o la red que estemos usando para comunicarnos.

Además el estudiante se puede concentrar mejor en un aula con los compañeros y el ambiente de compañerismo que hay en el aula. Donde los estudiantes están todos o la mayoría bien concentrados y mirando todo lo que el profesor está haciendo y diciendo.

En conclusión a pesar de tener la tecnología del internet y todas sus ventajas estos dispositivos pueden fallar en cualquier momento. Es por eso que es siempre mucho mejor asistir a clases y estar bien concentrado en frente del profesor para aprender mucho mejor.

Original Submission Spanish

When I was at school everybody had to attend to classroom. Nowadays, everybody uses technology in many ways, and many universities do. Universities give us options to attend to classes in order to give us conveniences. Attending to the classroom has its benefits. Being face to face with the profesor and being concentrated in the course are better than being by internet.

For one thing it is more important to attend class because students can be face to face with the profesor and make different questions. for instance if someone can not understand very well can ask profesor twice or more times. Moreover if someone is far or taking the course by internet can have problems with internet or the signal can not work very well and the communication can be failing.

Moreover students can be more concentrated in a classroom because this place where someone pass class has to be comfortable and so do the environment. The classrom is the better place where students can learn better because of the classmates who are with you in a classroom.

In conclusion techology has benefits but those devices can be fail in anytime. For this reason I preffer to attend to classrom every day no matter how far my institute or university be. moreover I can be with the profesor face to face and with my classmates too and every body can learn very well together in a classrom.

Corrected Version Highlighting Edits

When I was at school everybody had to attend ~~to~~ class~~room~~. Nowadays, everybody uses technology in many ways (~~including institutions such as~~) universities ~~do~~. Universities give us (~~the~~) options to attend ~~to~~ class~~es~~ in order to ~~give us~~ (~~be more~~) convenient~~ees~~. Attending ~~to the~~ class~~room~~ has its benefits. Being face to face with the ~~profesor~~ and being concentrated in the course are better than being ~~by~~ (~~on the~~) internet.

For one thing, it is ~~more~~ important to attend class because (~~we as~~) students can be face to face with the ~~profesor~~ and ~~make~~ (~~ask~~) different questions. ~~For instance, if~~

someone cannot (or does not) understand (the lecture) very well, (they) can ask the professor (to clarify as many times as necessary) ~~twice or more times~~. Moreover, if someone is far or taking ~~the course by internet~~ (online classes), (they) can (or could) have problems with (the) internet or ~~the~~ (a weak) signal ~~can not work very well~~ and the communication can (or could) ~~be failing~~.

Moreover (Besides), students ~~can~~ (tend to) be more concentrated in a classroom because ~~this place where someone pass class has to be comfortable and so do the environment~~ (it is a comfortable environment for learning). The classroom is the better place ~~where students can~~ (to) learn better because of the classmates who are with ~~you~~ (us) in a classroom.

In conclusion, technology (studying online) has benefits but ~~those~~ (the) devices (required) can (or could) ~~be fail in~~ (at) any-time. For this reason, I prefer to attend ~~to~~ classroom every day no matter how far my institute or university (may) be. Moreover, I can be with the professor ~~face to face~~ and with my classmates ~~too~~ and everybody can learn very well together in a classroom.

Final Version

When I was at school everybody had to attend class. Nowadays, everybody uses technology in many ways including institutions such as universities. Universities give us the option to attend class in order to be more convenient. Attending class has its benefits. Being face to face with the professor and being concentrated in the course are better than being on the internet.

For one thing, it is important to attend class because we as students can be face to face with the professor and ask different questions. For instance, if someone does not understand the lecture very well, they can ask the professor to clarify as many times as necessary. Moreover, if someone is far or taking online classes, they could have problems with the internet or a weak signal and the communication could fail.

Besides, students tend to be more concentrated in a classroom because it is a comfortable environment for learning. The classroom is the better place to learn because of the classmates who are with us in a classroom. (More details missing)

In conclusion, studying online has benefits but the devices required could fail at any time. For this reason, I prefer to attend class every day no matter how far my institute or university may be. Moreover, I can be with the professor and with my classmates too and everybody can learn very well together in a classroom.

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good 5	5				
Good to average 4		4	4		
Fair to poor 3				3	3
Very poor 2					
					Total: 19/25

TEST WRITTEN WITH THE USE OF PEDAGOGICAL TRANSLATION # 4

By Camila Claire

Original Submission English

Algunas personas creen que los estudiantes de universidad deberían necesitar asistir a clases

Yo me encuentro en la universidad y aprendí que es muy importante asistir a clases porque así desarrollamos mejor nuestros conocimientos y comportamientos en varias maneras. Asistir a la universidad en estos días es muy importante para ser alguien en esta vida, estudiar algo que nos gusta y apasione.

En la universidad desarrollamos mejor nuestro conocimiento porque nosotros practicamos más, y desarrollamos nuestras ideas más completas. Nosotros aprendemos más, y desarrollamos nuestras ideas más complejas. Nosotros aprendemos a pensar más y con más detalles cada materia. Podemos preguntar al profesor lo que no sabemos y nos ayuda a entender mejor. Si pasamos clases en la casa tenemos muchas dudas y nos distraemos más. No nos podemos distraer mientras estudiamos por eso es mejor, ir a la biblioteca de la universidad. En la universidad tenemos la opción del material extra como libros, audiovisuales, etc... Podemos investigar más nuestros temas con la ayuda de nuestros amigos y compartir información.

La universidad nos ayuda a desarrollar nuestro comportamiento porque nos enseña a ser más responsables, respetuosos, puntuales. La universidad nos enseña a ser más responsables por que nos dan tarea, exámenes e investigaciones. Tenemos que cumplir para pasar las materias. Somos más respetuosos con los profesores, y con los compañeros porque así demostramos nuestra educación de nuestra casa. Nos enseña a ser más puntuales porque tenemos que estar a tempo en clases y cumplir las tareas cuando dicen los profesores.

Para concluir, la universidad tiene varias ventajas que nos ayuda a ser mejores en conocimiento y comportamiento. Sin la universidad yo creo que los estudiantes serían más irresponsables con sus tareas, exámenes etc... y serán malos profesionales.

Original Submission English

Some people believe that university students should be required to attend classes

I am at the university and I have learned that is very important to attend classes because we development our knowledge and behavior in many ways. Nowadays attend classes at the university is very important if you want to be “someone” in this life, we should tried to study something that really like.

At the university we development our knowledge because we practice more and we development our ideas complete. We learn to think more with more details in each subject. We can ask to the teacher what we don't know and we can understand better. If we pass classes at home we can be lumped while we study, it's better go to the library or the university. If we study at home we can have many doubts and we are more distracted. We have extra material like book, audiovisual etc, at the university. We can investigate more our topics with friendship and share information.

Next we development our behavior because we learn to be more responsible, respectful and punctual. We are more responsables because the university give us homework, test and investigation. We have to do it if we want to pass the subjects. We are more respectful with the teachers and colleguis because we show our education at home. We are more punctual because we have to be on time in classes and do the homeworks when the teacher say.

In conclusion, the university has many advantages, those advantages help us to be better in knowledge and behavior. I think with out university we can be less responsible with our homeworks, test, etc and we can be bad proffesionals.

Corrected Version Highlighting Edits

I ~~am at the~~ (attend) university and I have learned that (it) is very important to attend classes ~~because we~~ (to acquire) knowledge and development ~~our knowledge and~~ behavior ~~in many ways~~. Nowadays, attending classes at the university is very important if you want to be “someone” (successful) in this life. We should ~~tried~~ (try) to study something that (we) really like. (The last sentence is not relevant).

At the university, (my fellow students and I) ~~we development our~~ (acquire) knowledge ~~because we~~ (by) practicing more and ~~we development~~ (sharing) our ideas ~~complete~~. We learn to (analyze) ~~think more with more details~~ in each subject in more detail. We can ask ~~to~~ the teacher what we do not know ~~and we can~~ (to improve our) understanding better. If we ~~pass~~ (take online) classes at home, we ~~can~~ (may) be ~~lumped~~ (distracted) while we study (so) it is better go to the library or the university. (Furthermore,) if we study at home, we ~~can~~ (may) have many ~~doubts~~ (questions about the teachings) ~~and we are more distracted~~. We have extra materials like (including) books; (and) audiovisuals ~~etc,~~ at the university. (Together), we can (research) ~~investigate more our topics with~~ (while building) friendships and sharing information.

~~Next we~~ (My fellow students and I) ~~develop~~ment our behavior because we learn to be more responsible, respectful and punctual. We are more responsible because the university gives us homework, tests and ~~investigations~~ (researches). We ~~have to~~ (must) do it if we want to pass the subjects. We are more respectful with the teachers and colleagues because we show our education ~~at~~ (from) home. We are more punctual because we have to be on time ~~in~~ (to) classes and ~~do~~ (complete) the homework (before the deadline) ~~when the teacher says~~.

In conclusion, ~~the~~ (attending) university has many advantages ~~those advantages~~ (which) help us ~~to be better in~~ (acquire) knowledge and (develop) behavior. ~~I think~~ ~~Without~~ (By not attending) university we ~~can~~ (may) be less responsible with our homework (and) tests, ~~etc~~ (which may have a negative impact later in their career) ~~and we can be bad~~ professionals.

Final Version

I attend university and I have learned that it is very important to attend classes to acquire knowledge and develop behavior. Nowadays, attending classes at the university is very important if you want to be successful in this life. We should try to study something that we really like. (The last sentence is not relevant).

At the university, my fellow students and I acquire knowledge by practicing and sharing our ideas. We learn to analyze in each subject in more detail. We can ask to the teacher what we do not know to improve our understanding. If we take online classes at home, we may be distracted while we study so it is better go to the library or the university. Furthermore, if we study at home, we may have many questions about the teachings. We have extra materials including books and audiovisuals at the university. Together, we can research our topics while building friendships and sharing information.

My fellow students and I develop our behavior because we learn to be more responsible, respectful, and punctual. We are more responsible because the university gives us homework, tests, and researches. We must do it if we want to pass the subjects. We are more respectful with the teachers and colleagues because we show our education from home. We are more punctual because we have to be on time to classes and complete the homework before the deadline.

In conclusion, attending university has many advantages which help us acquire knowledge and develop behavior. By not attending university we may be less responsible with our homework and tests, which may have a negative impact later in their career.

	Focus	Organization	Support&elaboration	Style	Conventions
Excellent to very good	5	5			
Good to average 4			4		
Fair to poor 3				3	3
Very poor					

2					
					Total: 19/25

APPENDIX C
QUESTIONNAIRES FOR DIRECT WRITING

Questionnaire #1

Name: Reynaldo Carmelo Quisbert Diaz

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Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay.

1. **Do you feel it is easy for you to write in English? If not, please list your reasons.** When I wrote the persuasive essay, I had trouble with:
 - Getting ideas about the topic to support the thesis of my essay. Also didn't find details to explain my point of view in the essay. **Support and Elaboration**
 - Organizing my ideas to support the thesis of my essay. **(Organizing my ideas.) Organization**
 - Thinking about ideas related to the topic so that I can write. **(Getting ideas to write on) Focus**
 - Finding right words to express ideas fluently. **Style**
2. **When you wrote your persuasive essay, did you ever think in Spanish or use Spanish as a reference? If yes, please list the reasons you relied on Spanish.** I relied on Spanish to:
 - Find the right word in order to have fluency in my sentences. **Style**
 - Organize my ideas logically. **Organization**
 - Concentrate in the main idea of my essay, otherwise I get distracted and write about something else besides the main idea. **(Focus on a single topic or main idea.) Focus**
 - Think about more supporting ideas related to my main idea. **(Get specific and enough details.) Support and Elaboration**
3. **Do you think that writing in English without thinking or relying on Spanish helps you have a better composition? If yes, please list your reasons.**
 - I become more fluent at writing. **Style**
4. **What did you see as the disadvantages of writing in English without thinking or relying on Spanish?**
 - It is difficult to focus on the main idea. **Focus**
 - My ideas are everywhere and it is hard to understand what I wrote. **(My thoughts are scattered making the essay unorganized.) Organization**

Questionnaire #2

Name: Willy Cahupaza Condori

willmac_w@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay.

1. **Do you feel it is easy for you to write in English? If not, please list your reasons.** When I wrote the persuasive essay, I had trouble with:

- Mentioning enough supporting sentences. **Support and Elaboration**
- The composition, I always find difficult to write about the main topic. **(Writing about the topic.) Focus.**
- Putting together the paragraphs, they did not seem related to each other. **(Organizing and connecting my ideas.) Organization**

2. **When you wrote your persuasive essay, did you ever think in Spanish or use Spanish as a reference? If yes, please list the reasons you relied on Spanish.** I relied on Spanish to:

- Think in the topic I want to write and not get unfocused. **(Write about a single topic.) Focus**
- Make sure my sentences and paragraphs were together. **Organization**
- Make sure my sentences were supporting the topic. **Support and elaboration**

3. **Do you think that writing in English without thinking or relying on Spanish helps you have a better composition? If yes, please list your reasons.**

- I practice more the language. **Language improvement**

4. **What did you see as the disadvantages of writing in English without thinking or relying on Spanish?**

- At first seems I am writing about the main topic but when I revise it seems that I don't agree with my own ideas and seems different ideas. **(I tend to write about multiple topics.) Focus**

- I cannot make all the sentences of my essay related to each other.
Organization

Questionnaire #3

Name: Jose Luis Castro

joseluiscastro712@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay.

1. Do you feel it is easy for you to write in English? If not, please list your reasons. When I wrote the persuasive essay, I had trouble with:

- Using unnecessary words in my essay leading to loose sentences.
(Getting concise and precise.) Style
- Not being able to organize the supporting paragraphs of my essay.
Organization
- Writing about the topic I am supposed to write, I always tend to write about multiple topics. **(Writing about only one topic.) Focus**
- Writing about ideas that does not help the main idea. **(Writing relevant sentences.) Support and Elaboration.**

2. When you wrote your persuasive essay, did you ever think in Spanish or use Spanish as a reference? If yes, please list the reasons you relied on Spanish. I relied on Spanish to:

- Know that the phrases and sentences relate to each other. **Organization**
- Establish a clear point of view of the topic. **Focus**
- Think about more ideas to support my topic in my essay. **(Get more ideas related to the topic.) Support and Elaboration**

3. Do you think that writing in English without thinking or relying on Spanish helps you have a better composition? If yes, please list your reasons:

It avoids first language interference. **Language improvement**

4. What did you see as the disadvantages of writing in English without thinking or relying on Spanish?

- I seem not to agree with my own thesis of the essay. It is hard for me to pay attention to it. (I usually refute my thesis.) Focus

Questionnaire #4

Name: Oscar Soliz

Oscar_611@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay.

1. **Do you feel it is easy for you to write in English? If not, please list your reasons. When I wrote the persuasive essay, I had trouble with:**
 - Writing about the main idea. I usually write about different ideas. (Sustaining my main idea throughout my essay.) Focus
 - Connecting my sentences and paragraphs so that it sounds fluent. (Making the elements of the essay bind together.) Organization
2. **When you wrote your persuasive essay, did you ever think in Spanish or use Spanish as a reference? If yes, please select from the list the reasons you relied on Spanish. I relied on Spanish to:**
 - Avoid writing about multiple opinions about the topic. Focus
 - Make sure I was organizing my introduction, body and conclusion correctly. (Organize my paragraphs.) Organization
3. **Do you think that writing in English without thinking or relying on Spanish helps you have a better composition? If yes, please list your reasons:**
 - I learn how to think in English. Language improvement
4. **What did you see as the disadvantages of writing in English without thinking or relying on Spanish?**
 - I think that it is better not to rely on Spanish to improve our language skills that is why I don't see any disadvantages when we write in English. We just need to practice more to get better at it.

APPENDIX D

QUESTIONNAIRES FOR THE WRITING WITH THE USE OF PEDAGOGICAL TRANSLATION

Questionnaire #1

Name: Jonathan Wilmer Magne Quispe
jonawil_34@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay first in Spanish and then translating it into English.

- 1. Do you think writing your first draft in Spanish and then the final version into English makes it easier for you to complete an English composition? If yes, please list your reasons.** When I wrote the Spanish version into English, it was easier to:
 - Write about my point of view of the main topic. (Write about the topic.)
Focus
 - Put all my sentences and paragraphs together making easy to know what phrases and sentences are related to each other. (Organize and connect my ideas.) Organization
 - Think and write a lot of related supporting sentences about the main topic of my essay. (Write specific and enough details about the topic.) Support and Elaboration
- 2. Do you think writing in Spanish first and then translating into English helped you have a better composition? If yes, please list your reasons.** It helped me:
 - Have a better composition because I was able to concentrate only in the main topic of my essay. (Focus only on the main topic.) Focus
 - Make my essay sound closer to the native speaker. (Write the sentences more fluently.) Style
 - Write an essay with a thesis that is easy to understand. Organization
 - Write a lot of related supporting details about the main topic of my essay. (Write specific and enough details.) Support and Elaboration

3. What did you see as the disadvantages of writing in Spanish first and then translating into English?

I noticed I had more grammar mistakes because I was forced to use more difficult sentences since my Spanish version had lots of them. (Grammatical mistakes due to the usage of more complex structures) Conventions

Questionnaire #2

Name: Alba Luz Llanos Medrano

sakura_lutzt@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay first in Spanish and then translating it into English.

1. Do you think writing your first draft in Spanish and then the final version into English makes it easier for you to complete an English composition? If yes, please list your reasons. When I wrote the Spanish version into English, it was easier to:

- Use only words that are related to the main idea and not the unnecessary ones. (Use the right words to express ideas.) Style
- Focus on the thesis of my essay. Focus
- Have clear ideas in order to support the main idea. Support and Elaboration
- Tie sentences and paragraphs together. Organization

2. Do you think writing in Spanish first and then translating into English helped you have a better composition? If yes, please select from the list your reasons. It helped me:

- Write more complex sentences and paragraphs since I was very fluent in my Spanish version. (Write more complex grammatical structures.) Conventions
- Establish a clear thesis in my essay. Focus
- Have a well-supported main idea. Support and Elaboration
- Have a very organized and strait to the point introduction which I have been told by my teachers is crucial. (Have a clear introduction which is crucial for the essay.) Organization
- Choose words to write more fluently. Style

3. **What did you see as the disadvantages of writing in Spanish first and then translating into English?**

The Spanish essay confused me when I try to write the English one, if I didn't revise the essay I could have more mistakes compared with what I may have. (L1 grammar interference with L2 leading to mistakes) Conventions

Questionnaire #3

Name: Juan Manuel Bautista Condori
manuel_430@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay first in Spanish and then translating it into English.

1. **Do you think writing your first draft in Spanish and then the final version into English makes it easier for you to complete an English composition? If yes, please list your reasons.** When I wrote the Spanish version into English, it was easier to:

- Write only about the thesis of the essay because I always write supporting paragraphs about similar but not the same thesis. Support and Elaboration
- Write sentences that relate to each other. Organization
- Write about the main idea. Focus
- Avoid writing unnecessary words. Style

2. **Do you think writing in Spanish first and then translating into English helped you have a better composition? If yes, please select from the list your reasons.** It helped me:

- Had a better composition because I used complex sentences. (Use complex sentences.) Conventions
- Organize my ideas and by doing that it was easier to relate my paragraphs to the thesis of the essay. Organization
- Think about the topic I wanted to communicate. Focus
- Get specific with the supporting sentences. Support and Elaboration

3. **What did you see as the disadvantages of writing in Spanish first and then translating into English?**

It was difficult to write complex sentences into English. Conventions

Questionnaire #4

Name: Camila Daniela Claire Bernal
camcbcbb@hotmail.com

Directions: Read each question carefully and select the best ANSWERS according to your experience when writing your persuasive essay first in Spanish and then translating it into English.

- 1. Do you think writing your first draft in Spanish and then the final version into English makes easier for you to complete an English composition? If yes, please list your reasons.** When I wrote the Spanish version into English, it was easier to:
 - Think about details related to the topic easily and faster. (Think about more details about the topic.) Support and Elaboration
 - Know what to write. Focus
 - Connect sentences and paragraphs. Organization
- 2. Do you think writing in Spanish first and then translating into English helped you have a better composition? If yes, please select from the list your reasons.** It helped me:
 - Blend the components of the essay together. Organization
 - Clarify my main idea. Focus
 - Support the thesis with enough details. Support and Elaboration
- 3. What did you see as the disadvantages of writing in Spanish first and then translating into English?**

The only thing I didn't like about using Spanish was that it takes you more time to write a normal essay. (It was time consuming) Time

APPENDIX E Structuring the Composition

WS# 1.4

Compositions are structured much like individual paragraphs. There are clear introductory and concluding elements. However, compositions are a series of paragraphs that attempt to communicate a main idea that cannot be sufficiently developed in one paragraph.

Introductory Paragraph

- ❖ Hook
- ❖ Introductory Material
- ❖ Thesis Statement

Concluding statements

Unlike an individual paragraph, the clinching statement of a composition paragraph should do one or more of the following:

- Restate main idea of paragraph
- Connect paragraph main idea with composition thesis
- Restate main idea of paragraph and transition into / setup next paragraph main idea

Supporting Paragraphs

- ❖ Topic Sentence
- ❖ Supporting Details
- ❖ Clincher Sentence

Composition Paragraphs

Like individual paragraphs, composition paragraphs should be organized in some way to support the main idea of the larger piece of writing. Typical functions, or purposes, of these paragraphs are generally one of the following:

- explain or inform
- narrate a story / anecdote / analogy
- describe events, persons, activities
- define
- persuade
- transition from one subject to the next

Concluding Paragraph

- ❖ Restatement of thesis
- ❖ Review main ideas
- ❖ Provide closure – a final thought

Extending Your Ideas

The conclusion should make a lasting impression while providing a sense of completeness. The final thought(s) should extend from the points discussed in the body of your writing.

HANDOUT

Elaborated by (Tolisano & Smith)

ESTRUCTURING THE ESSAY

THE ARGUMENTATIVE OR PERSUASIVE ESSAY

WHAT IS IT?

The argumentative essay, also called persuasive essay, does exactly what it says it does: it argues a specific point. The purpose of this type of essay is to convince your reader to agree with your point of view. For example, if your thesis is “printed books are better than e-books,” the body of your essay would focus on reasons to prove this point, backed up by solid sources and examples (Michelle, 2011).

Argumentative or persuasive essays are perhaps the essay type most frequently called for in college and business. In this type of essay, you will be asked to take a stand on an issue: “Legalized Abortion”, “Capital Punishment”, whether a company should invest in on-site child care-and then try to persuade others to agree with you. Examination questions asking you to “agree or disagree” are really asking you to take a stand and make a persuasive case for that stand. In other words, examination questions show you what you should discuss and how you should organize your response (Gear & Gear, 2013).

The difference between a thesis with a strong central idea and an argumentative thesis is that the argument takes a side of an issue; frequently, too, it proposes a course of action. The purpose of an argumentative essay is to convince the reader that your position is the better one.

PLANNING THE ARGUMENTATIVE ESSAY

Read the examination question below and the procedure of the essay that follows.

Some people prefer to work in groups on projects, while other people prefer to work alone. What are the advantages of each, and which do you prefer? Use details and examples to support your response.

PLANING BEFORE YOU WRITE	
HOW TO DECODE THE ESSAY TOPIC	The examination question shows you exactly what you should discuss and how you should organize your response. You must decode the topic carefully to determine the intended way of organizing your response, and must include an introduction and a conclusion.
HOW TO DEVELOP SUPPORTING IDEAS	Support your essay with the kinds of support that the essay topic asks for (such as reasons, details, or examples), and try to personalize your essay as much as possible. The more support you have, the better your essay will be.

As you decode the topic of the essay by reading the examination question. You should also determine that the overall organization of your response should be an introduction, supporting paragraphs about the advantages of working in groups and the advantages of working alone on projects (with examples showing the advantages), and a conclusion.

There are four main components in the argumentative essay that Michelle (2011) states:

1. **Thesis statement.**

A strong statement informing your reader of the position you will be talking is essential to an argument essay.

2. **Supporting arguments and evidences (examples).**

Once you have stated your position, you need strong evidence to back up your case. For a longer and more complex assignment, you may need extensive evidence.

3. **Opposing arguments and refuting evidence.**

Choose one or two statements that oppose the position you are taking, and then state why these arguments are untrue or unreliable. The purpose of this is to

show you are aware of all sides of the argument and to further prove the strength of your position by explain why the opposing side is wrong, or at least not as right as your side.

4. Conclusion.

Wrap it up by restarting your thesis and giving a brief recap of the arguments you used to prove your point.

PUTTING IT TOGETHER

Once you have your information, arguments, and examples ready, you just need to put it together by making an outline.

OUTLINE FOR THE ESSAY	
INTRODUCTION	Advantage of working individually and in groups
SUPPORTING PARAGRAPH 1 (advantages) (example)	<u>Advantages of working in groups</u> Opportunity to learn from others Less work for individual members Group project in history (four people, some know things other don't, one quarter of the work for each one)
SUPPORTING PARAGRAPH 2 (advantages) (example)	<u>Advantages of working individually</u> Previous success in working this way Enjoyment of doing work when and how I want Individual project in history (working alone, doing work my way, getting good grade)
CONCLUSION	Better for me to work individually (summarize arguments)
WRITING THE INTRODUCTION	
INTEREST	You should begin your introduction with information that will interest the reader in your topic.
TOPIC	You should state the topic or thesis directly in the middle of the introduction.
ORGANIZATION	You should end the introduction with a statement that shows the organization of the discussion of the topic.
INTRODUCTION	
<p>The educational system where I have been a student for the last 16 years is a system that places a high value on individual achievement and little value on group achievement. Having been a rather successful student in this educational system for the better part of my life, I am well aware of the advantages of working individually on projects. However, I can only imagine</p>	

the advantages of working on projects in groups.

CONNECTING THE SUPPORTING PARAGRAPHS	
TRANSITIONS EXPRESSIONS	You can use transition expressions such as the first, the next, in addition, another, finally to connect the supporting paragraphs.
TRANSITION SENTENCES	You can use a transition sentence that relates the topic of the previous paragraph to the topic of the current paragraph.

WRITING SUPPORTING PARAGRAPHS	
ORGANIZATION	Each supporting paragraph should include a sentence with the main idea of the paragraph and several sentences with supporting ideas.
COHESION	To make a supporting paragraph cohesive, you should use a variety of techniques, such as repeated and rephrased key ideas, pronouns and determiners, and transition expressions.

SUPPORTING PARAGRAPH 1:

The first point I would like to make is that there are strong advantages to working in groups. One benefit of this method of getting things done is that the members of the group can learn from each other. Something else that is good is that the work can be divided among the members of the group. If, for example, four people have to work in a group to get a 20-page paper done for history class, the paper can get done quickly. The reason for this is that different members of the group know different things and each group member has to write only 5 pages.

- ✓ The first sentence of the paragraph is not only a topic sentence that indicates that the first supporting paragraph is about advantages of working in groups, it is also the transition sentence.
- ✓ The word benefit is a rephrasing of the key idea advantages.
- ✓ The word group is an example of repeated key word.
- ✓ The phrase for example is a transition expression.
- ✓ The word this is a pronoun that refers back to the idea the paper can get done quickly.
- ✓ You should note the techniques that have been used to make the paragraph cohesive.

SUPPORTING PARAGRAPH 2:

Though there are strong advantages to working in groups, there are some more compelling advantages for me to work by myself. I have had a lot of success working alone, and this is because I enjoy working by myself, working when I want, and getting things done the way that I want. Thus, if I had to write that 20-page history paper, I would rather do it myself, even though I would have to write all 20 pages, because I could do it the way that I want.

- ✓ The first sentence of the paragraph is not only a topic sentence that indicates that the second supporting paragraph is about advantages of working individually, it is also a transition sentence. The rest of the sentences are details about this topic.

- ✓ The word myself is an example of a repeated key word.
- ✓ The word alone is a rephrasing of the key idea myself.
- ✓ The word this is a pronoun that refers back to the idea I have had a lot of success.
- ✓ The word thus is a transition expression.
- ✓ You should note the techniques that have been used to make the paragraph cohesive.

WRITING THE CONCLUSION	
OVERAL IDEA	You should make sure that your overall idea is very clear.
MAIN POINTS	You should summarize the main points that you used to arrive at this overall idea.
INTEREST	You should refer back to the information that you used to interest the reader in the introduction.
CONCLUSION	
<p>I have worked individually throughout my education, and I have been successful working in this way because this style of work is a good match with my personality. I can imagine that, for some people, the cooperative benefits that come from working in groups might be a good thing. However, I prefer to continue with a style of work that has made me successful up to now. I hope that the success that I have had up to now by working in this way will continue to make me successful in the future.</p>	
<ul style="list-style-type: none"> ✓ In the first sentence, the writer refers back to the personal information that was mentioned in the introduction. ✓ The advantages of each style of working are briefly summarized by mentioning that working individually is a good match with my personality and that working in groups has cooperative benefits. ✓ Finally, the writer clearly states a preference for working individually because of the success that this style of work has brought up to now. 	

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Example essay 1

Some people prefer to work in groups on projects, while other people prefer to work alone. What are the advantages of each, and which do you prefer? Use details and examples to support your response.

Working in groups versus working alone

The educational system where I have been a student for the last 16 years is a system that places a high value on individual achievement and little value on group achievement. Having been a rather successful student in this educational system for the better part of my life, I am well aware of the advantages of working individually on projects. However, I can only imagine the advantages of working on projects in groups.

The first point I would like to make is that there are strong advantages to working in groups. One benefit of this method of getting things done is that the members of the group can learn from each other. Something else that is good is that the work can be divided among the members of the group. If, for example, four people have to work in a group to get a 20-page paper done for history class, the paper can get done quickly. The reason for this is that different members of the group know different things and each group member has to write only 5 pages.

Though there are strong advantages to working in groups, there are some more compelling advantages for me to work by myself. I have had a lot of success working alone, and this is because I enjoy working by myself, working when I want, and getting things done the way that I want. Thus, if I had to write that 20-page history paper, I would rather do it myself, even though I would have to write all 20 pages, because I could do it the way that I want.

I have worked individually throughout my education, and I have been successful working in this way because this style of work is a good match with my personality. I can imagine that, for some people, the cooperative benefits that come from working in groups might be a good thing. However, I prefer to continue with a style of work that has made me successful up to now. I hope that the success that I have had up to now by working in this way will continue to make me successful in the future.

Example essay 2

Question

Some people believe that a mother should not work. Others argue against this. Consider the problems that a working mother faces. Do you believe a mother should work? Support your opinion.

Essay

Every mother has the right to work

Introductory paragraph

Nowadays it is very common for mothers to work outside the home. Whether a woman should stay at home or join the work force is debated by many people. Some argue that the family, especially small children, may be neglected. The fact is, however, that many women need to work because of economic reasons or want to work to maintain a career. I believe that every mother has the right to work, and the decision to work should be one that a woman makes on her own. But first she should carefully consider the many problems that affect mothers who work.

Supporting (developmental) paragraph I

The major problems a working mother faces concern her children. She must either find a reliable person who will be loving toward the children or a good day-care center where the children can go. If a child gets sick, the mother must make special arrangements for the child to be cared for at home, or she must stay home from work. While at work the mother may worry about her children. She may wonder if they are safe, if they are learning the values she wants them to have, and if her absence is hurting them emotionally. She may also regret not being able to take them to after school activities or participate in family activities with them.

Supporting (developmental) paragraph II

Even though a mother is frequently forced into working for economic reasons, she soon discovers that there are added expenses. Her biggest expense is child care. Another expense is transportation. This may include purchasing and maintaining a car. Yet another expense is clothing, such as a uniform or stylish suits to maintain a professional appearance. Finally, if her company does not have a subsidized cafeteria, she will have to pay for food in restaurants.

Conclusion

After a mother takes into account all of the above problems and perhaps other problems unique to her situation, she must decide if a job is worth it. I believe that even though she faces major obstacles, these obstacles are not insurmountable. Many mothers do work and manage a family very successfully. In conclusion, it is a woman's right to make this choice, and only the woman herself should decide this matter.

APPENDIX F

CASE STUDY PROTOCOL

This protocol was created according to Yin (2014) who suggests that a case study protocol should have four sections:

A. OVERVIEW OF THE CASE STUDY

“The overview should cover the background information about the case study, its substantive issue and the relevant reading about the issue” (Yin, 2014, p. 86).

1 Mission and goals of the research

This research considers important not to put aside the L1 when writing a foreign language. According to Leonardini (2010) Pedagogical translation is a teaching tool in foreign language learning that allows the control of L1 interference over L2 acquisition. In other words, “pedagogical translation” is a term used to describe the use of translation in teaching of foreign languages. Moreover, it also can help to improve students’ writing skills due to the fact that each stage of translation (which are decoding the source text (ST), transferring linguistic and cultural elements and meaning into the target language (TL) and encoding the text into the new language and context) requires strong writing skills. Thus, the translation process analyzes the text and improves the quality of writing. (Leonardini, 2010, p. 94) The goal of this study is to implement translation as a tool in English as a Foreign Language (EFL) class to see the influences in the writing quality of persuasive essays.

2 The objectives

The general objective of this research is to examine the influence in the quality of writing with regards to focus, organization, support and elaboration, style and conventions when pedagogical translation is used as a tool to write persuasive essays by English Foreign language students, level 6.3 (last level of English) from ‘Centro de Enseñanza y Traducción de Idiomas’ CETI.

The specific objectives of this research are to (1) make students from CETI level 6.3 write persuasive essays directly in English; (2) make students from CETI level 6.3 write persuasive essays with the use of persuasive essays (first in Spanish and then translate into English); (3) compare the quality of both writing processes, (4) ask both groups of participants about their experiences and opinions when writing persuasive essays and (5) observe important information about both writing directly in English and writing in Spanish first and translating into English when participants are in the process of composing their essays.

3 Research question

How is the quality of composition (focus, organization, support and elaboration, style and conventions) influenced by the use of pedagogical translation as a tool when writing persuasive essays by English Foreign language students, level 6.3 (last level of English) from ‘Centro de Enseñanza y Traducción de Idiomas’ CETI?

4 Hypothesis

The use of pedagogical translation in EFL positively influences the quality of writing with regards of focus, organization, support and elaboration, style and conventions when English Foreign language students, level 6.3 (last level of English) from ‘Centro de Enseñanza y Traducción de Idiomas’ CETI write persuasive essays.

5 relevant reading

1. Brown, H. D. (2007). *Teaching by Principles, An Interactive Approach to Language Pedagogy*. New York: Longman.
2. Capella University. (2014, January 21). *Writing Process*. Retrieved from The Writing Center: <http://www.capella.edu/writingcenter/writingProcess.aspx>
3. Charles Sturt University. (2014, February 10). *Learning skills*. Retrieved from Writing an Essay:

<http://static.squarespace.com/static/50b88908e4b012760ada1011/t/5230f5e9e4b0f63014d1a2e3/1378940393871/essay.pdf>

4. Cushing Weigle, S. (2011). *Assessing Writing*. New York, United States of America,: Cambridge University Press.

5. Hernandez Sampieri, R., Fernandez-Collado, C., & Baptista Lucio, P. (2010). *Metodología de la Investigacion*. (M. L. Chambi, Trans.) Mexico: McGraw-Hill Interamericana.

5. Leonardini, V. (2010). *The Role of pedagogical Translation in Second Language Aquisition form Theory to Practice*. Switzerland: Peter Lang International Academic Publishers , Bern 2010.

6. Yin, R. K. (2014). *Case Study Research- Design and Methods*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage.

6 Role of this protocol

A case study protocol is a method of increasing the reliability of a research. The objective of this protocol is to provide the case study researchers with uniform set of procedures. This protocol helped minimize the variation by specifically laying out guidelines for each stage of the case study.

This protocol is intended to be used to conduct case studies focused on studying the influence of pedagogical translation as a tool when writing in a foreign language. It may also be used, with minor modifications, to conduct case studies on other skills such as reading, speaking and listening.

B. DATA COLLECTION PROCEDURES

“...the process of doing data collection leads to the need to have explicit and well planned field procedures...” (Yin, 2014, p. 89)

1 Unit of analysis

The main unit of analysis are English Foreign language students of the 6.3 English level from CETI “Centro de Enseñanza y Traducción de Idiomas.” They have an intermediate English level and understand how to write persuasive essays.

2 Data collection plan

The data collection of this case study consists of two sessions of two hours each. The case study has multiple sources of evidence so that (a) the research has confirmatory evidence from two or more sources and (b) the evidence includes attempts to investigate major rival hypotheses or explanations (Yin, 2014).

The case study data collection followed this procedure:

1. Informing the participants that they are part of a study.
2. Distribution of participants to the respective groups. Four participants will use pedagogical translation and four participants will write directly in English for their persuasive essays writings. For the group using pedagogical translation, the procedure includes providing instructions about pedagogical translation as a tool when writing persuasive essays.
3. Administering the tests and collecting the data on the same day for both groups. The data includes the results of the written tests as well as the observational data.
4. Sending of questionnaires for both groups via e-mail.

The writing examinations were designed to test the participant’s quality of composition (focus, organization, support and elaboration, style and conventions) when writing persuasive essays. The aim was to determine if the participant’s compositions with the use of pedagogical translation as a tool had better quality of writing compared to the participants who wrote directly in English. It was also important to observe the participants while they were writing.

3 Selection of the case

Selection of cases is an important step in a case study research. It could involve multiple-cases or a single-case.

According to Yin (2014) *multiple- case designs* are often consider more compelling. Multiple cases studies are similar to multiple experiments because after collecting findings from the first experiment, it is possible to replicate the test or conduct additional experiments. Some of the replication might follow the exact conditions of the main experiment and others might alter conditions that are considered unimportant to the original experiment to see if the finding could be still duplicated. Therefore, this approach can require extensive resources and time.

On the other hand, *single-case designs* allow you to devote careful attention to the specific case under investigation which may strengthen your research. According to Yin (2014), single-case study is similar to a single experiment. Therefore, many of the same conditions that justify a single experiment can also justify a single-case study. It is also crucial to know that single case- study designs are an appropriate design under the following single-case rationales: *unusual, common, revelatory, longitudinal, or critical case*.

The first rationale is where the case represents an **unusual case** as a result of theoretical norms or resulting from everyday occurrences. These cases mostly occur in clinical psychology, where a specific injury may be so rare that any single case is worth documenting and analyzing. The second rationale is the **common case** (Yin, 2014). Its main objective is to capture the circumstances and conditions of an everyday or commonplace situation. The lessons learned from these cases are informative about the experiences of an average person or institution. The third rationale is the **revelatory case** (Yin, 2014). This kind of situations exists when the researcher has an opportunity to observe and analyze a phenomenon previously inaccessible to be studied on the grounds of its revelatory nature. The forth rationale is the **longitudinal case** which

mainly means studying the same single case at two or more different points in time. The fifth rationale for a single case is when it represents the **critical case** in testing a well formulated theory, theoretical proposition, or hypothesis (Yin, 2014). The theory should have a specified set of circumstances within which their hypotheses are believed to be true. Thus, the single case then can be used to determine whether the theoretical propositions or hypotheses are correct or whether some alternative set of explanations might be more relevant (Yin, 2014).

Therefore this research considers appropriate to have *single-case study* with a **critical case** because the results determines whether the hypothesis is correct or another alternative of explanation might be more relevant.

4 Holistic or embedded case study

The holistic design is mostly used when no logical subunits can be identified or when the nature of the study itself is holistic. However, the study may be conducted on an abstract level. Also the initial study question may be directed in one orientation, but the case may deviate from course and begin to address different research questions (Yin, 2014). In order to avoid the slippage of the research question, it is recommended by the author to have subunits and use the embedded design.

The embedded case study contains more than one sub-unit of analysis allowing a more detailed level of inquiry. Moreover, the single-case study may still incorporated subunits of analysis so that a more complex (or embedded) design is developed. The subunits can often add significant opportunities for extensive analysis. However, focusing too much on the subunits may cause the researcher to lose sight of the higher level objective. This design is more appropriate for descriptive studies (Yin, 2014).

In this research, there is a subunit of analysis within an embedded case study design to enhance the insights of the investigation.

C. DATA COLLECTION QUESTIONS

It is important to understand that the questions are posted to the researcher rather than to an interviewee. In this sense, the protocol is directed at an entirely different party than a survey instrument. The protocol questions help the researcher remember the information that needs to be collected (Yin, 2014).

What is the influence of pedagogical translation is when writing persuasive essays compared with writing directly in English. Is influenced of pedagogical translation in all the five features of writing which are focus, organization, support and elaboration, style and conventions?

- Collect data that will help me clearly see the influence of pedagogical translation. For example:
 - Writing examination designed to test the participant's quality of composition (focus, organization, support and elaboration, style and conventions) when writing persuasive essays.
 - Questionnaires that gather quantitative or qualitative data which reduce interviewer bias because there are "no verbal or visual clues" that could influence a participant (respondent) to answer in a certain way.
 - Qualitative observations that collect useful evidence in providing additional insight. This study uses the five senses in order to provide a "written photograph" of the situation under study by observing and writing everything that is considered indispensable. It is not just watching things but it is carefully analyzing the things and trying to understand them in depth, in order to get some information about them. (Crossman, 2016, pp. 3-4)
- Cite evidence showing support or lack of support for the initial hypothesis and explain how and why the writing is influenced.

D. A GUIDE FOR THE CASE STUDY REPORT

Case study reports do not have a uniformly acceptable outline. For this reason, every researcher should give at least a few preliminary thoughts prior to the conduct of a case study to the design of the final case study report (Yin, 2014). In other words, it is the outline format for the narrative.

This case study research relates to “The influence of pedagogical translation in foreign language writing of persuasive essays” and follows the *single-case study* category.

Outline for the case study report

Contents:

- 1 Introduction
- 2 Problem Statement
- 3 Objectives
- 4 Research Question
- 5 Justification
- 6 Hypothesis
- 7 Theoretical background
- 8 Related literature
- 9 Methodology of the Research
- 10 Units of Analysis –The Case
- 11 Population And Sample
- 12 Instruments
- 13 Data Collection
- 14 Piloting
- 15 The Case Study Data
- 16 Data Analysis
- 17 Conclusions and Recommendations

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