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ABSTRACT

This research examines the role of translation along with the aids of Contrastive Analysis to determine whether these techniques are valuable tools to improve students' advanced level of English. The study took place in Universidad del Azuay, with the collaboration of 15 participants from International Studies. It was found that translation is natural and almost inevitable to students in bilingual classrooms, therefore it is only coherent to follow this expected drive and take advantage of it by making students exploit the benefits of this positive learning resource that can have still more to present if it is combined with the advantages that Contrastive Analysis has to offer. On the whole, this technique has the advantage of raising students' awareness and straightens the weak structures advanced learners still have to overcome. The present research should be taken as a beginning in the area of translation as a technique for improving second language. Further research should be encouraged.

KEY WORDS

Translation

Contrastive Analysis

Source language

Target language

Direct translation

Inverse translation

Content

Context

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Facultad de Filosofía, Letras y Ciencias de la Educación
Departamento de Investigación y Postgrados
Maestría en Lengua Inglesa y Lingüística Aplicada

Título de la tesis:
Translation- a technique for improving L2 in advanced learners

Tesis previa a la obtención del Grado de Magister
en Lengua Inglesa y Lingüística Aplicada

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2011

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Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Maestría en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

María de Lourdes Moscoso Amador

Cuenca, 14 de junio de 2011.



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To my three angels... thanks for making me fly.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my supervisor, Marcela Carrasco, whose expertise, vast knowledge, assistance and patience, provided me with the encouragement I needed to complete this thesis. Thanks for being part of it.

Also very special thanks go for my family, for their support and their patience; in particular my husband whose love enabled me to succeed. My children were also a continuous reminder of why I wanted to go further.

I also want to thank the many people who undertook often thankless assistance. Thanks for being there.



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INTRODUCTION

When people come across the word translation in an educational context, what usually comes to their mind is an old fashioned technique which sets students in a first language environment and makes them translate literally and word by word pre-established sentences. However, this investigation brings about a completely different approach to second language acquisition through the use of translation.

The purpose of this thesis is to find out if translation can be used as one more technique inside the English classroom. This idea was born from the necessity to discover new methodologies to motivate advanced students of English whose perception of what they know and still have to learn is far from reality.

It was my experience as a teacher that the groups of proficient students all came to a point where they felt there was nothing else to be learned, that all the grammatical structures were very much surmounted, that their writing and reading skills had reached their highest comprehensive as well as productive level. Nevertheless, once they were presented with stories to translate, they realized there was much to be improved. That at the time of attempting to render a translation which had to be trustworthy in every sense possible, content, context, culture and grammar among others, it was difficult for them to express their ideas as they would in Spanish. It became a challenge.

The role of Contrastive Analysis cannot be ignored. This process, recognized for its capacity to compare two languages in order to make the target one more apprehensible for the student, has aided translation in making students become aware of how two systems can either diverge or converge and how they can make use of it to attempt to render a trustworthy version of an original written in another language.

Translation as a technique to be used in the advanced English classroom has been previously studied by many linguists. However, this research is based on a

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particular one carried out in Taiwan by Posen Liao. Liao, through the application of surveys, explored the role of translation in terms of the students' learning beliefs and their learning strategies about using translation to learn English. The present study goes beyond that point in the sense that it actually had students working on translation.

This investigation will be divided into five chapters. This division was made in order to facilitate its comprehension and to give the reader a clear view of all the components which are integral part of this thesis. The first chapter deals with translation and its theory. It covers aspects related with its definition, techniques, critiques, advantages, uses, and importance regarding an advanced level.

The second chapter tries to clarify what Contrastive Analysis is as well as to explain how Spanish and English are either similar or different from each other. It also includes a guide for advanced level students, which aims to set a precedent on how students can compare both languages and avoid making mistakes.

How the scenario was set up for the application of this proposal will be discussed in chapter three. It includes the techniques used to gather the data, how they were chosen, created and applied; the methodology used, the human resources involved and all the details regarding the preparation for the application.

Chapter four includes the data analysis and interpretation of the results obtained through the application of the surveys, questionnaires and interviews supplied to the participants. It illustrates with graphics and charts the information which is also provided in words. The translations will be also analyzed in detail.

Finally chapter five makes reference to the conclusions obtained after the data was analyzed and to the recommendations for future research.

At the end the appendixes will be included for the readers to be familiar with the forms used to collect the information, as well as with the personal interviews, the

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application of the translations and the guides used during the translation and the Contrastive Analysis lessons.

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CHAPTER I TRANSLATION THEORY

1.1 General considerations

The objective of this study is to use translation as a learning tool for improving second language in advanced students who need to see the target language from a different perspective in order to learn more or improve what has already been learnt by comparing and contrasting their mother tongue with the second language. Translation will be considered as an activity for advanced learners in the ELT classroom, where students use translation to learn and where the communicative aims have been taken into consideration.

Culture cannot be ignored when learning a second language since it helps students get immersed in language itself. For a translator it is imperative to be acquainted with both cultures, in order to render a trustworthy translation; and most importantly the cultural issues will make students acquire near native qualities in a second language.

Having left the purpose of this study clear, some basic aspects about translation will be mentioned bellow, aspects such as: translation theories, teaching methods, some of the critiques translation has faced, translation techniques, among others.

A theory provides guidelines and certain methodologies to explain or analyze facts or phenomena. In the case of translation, the theory has to do with the strategies that can help a translator overtake the enterprise of transferring ideas from their own language to the target language. As Bassnett-McGuire states, the aim of the translation theory is “to reach an understanding of the processes undertaken in the act of translation and, not, as is commonly misunderstood, to provide a set of norms for effecting the perfect translation” (37).

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Translation can be defined as the ability to replace what is said or written in one language into another language attempting to convey the same message. Oxford defined translation as “converting the target language expression into the native language (at various levels, from words and phrases all the way up to whole texts); or converting the native language into the target language” (46). Additionally, for Nida translation is a craft which attempts to replace a message in one language by the same message in another language (7).

To understand translation, it is important to review its history. “Translation dates back almost as far as does writing itself, and translation has played an essential role in the spread of government, culture and science” (Lonsdale 23). It is also known that some inscriptions in two languages were found during the Egyptian Old Kingdom in 3000 BC. It is important to mention that Cicero already thought about discerning “free” from “faithful” translation. “If I render word for word, the result will sound uncouth and if compelled by necessity I alter anything in the order of the wording, I shall have seemed to have departed from the function of a translator” (43). Lonsdale mentions that King Alfred, Alfred the Great, solved the problem by considering the function of translation. As it has been mentioned, and to have an idea of the historical perspective of translation, it can be said that the role and function of translation has been an issue in different periods. For instance, word for word translation was established by the Roman system and it is still used today. The idea of taking culture into account when translating was also born a long time ago, approximately when the idea of nationalism started (Bassnett-McGuire 47).

As a way of concluding this short vision of translation history, it can be said that even though linguists consider translation as an old fashioned method, it is important to remember that it has been present for 20 centuries. “If language teaching methodologists themselves ignore their history, how can they demand respect from the philologists who run the humanities departments and faculties?” (Liao 8).



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Before continuing it is important to state that the purpose of this study is not to focus on what has already been said about translation. Nevertheless, it is necessary to make a summary of its most relevant points, which can help us understand more clearly what translation is, what procedures can be used, some of its characteristics, among other relevant aspects.

In order to make translation theory more understandable, it will be studied under a functional approach, in which translation will be considered as the use of language or languages in a specific social and cultural context where, who wrote the text to be translated as well as who the reader of the translated text will be, are all elements to be taken into account.

The theories of translation will be discussed according to Lonsdale's classification (23-39), under the communicative, semantic and semiotic dimensions.

In the **communicative** model, translation pursues to cause in the readers of both texts, the original and the translated one, the same effect. What is important in this model is the target language. This type of translation is also called free translation. For all of the reasons described, this model is considered the best when teaching translation into a foreign language, since the translations produced are colloquial, and simpler.

Regarding the **semantic** translation, what it is important is to achieve the most faithful and literal meaning of the original text. As it is literally translated it might be difficult for the reader to easily understand. What is important in this model is the source language. This translation is also known as literal translation.

Concerning the **semiotic** dimension, where semiotics is understood as the science that studies the systems, structures, functions and processes of signs, translation is developed under an intertextual scope, where the text acquires more meaning in relation to other texts. The signs that are translated have an object

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which causes an effect on the reader. As Lonsdale mentions, translation transmits meanings of signs through the interaction of various textual elements by identifying them in the source language to be able to transmit them in the target language. Moreover, intentionality is more important than the information content (39).

To continue with the analysis of the theory of translation, it is important to mention some of the characteristics that constitute it.

According to Lonsdale there are three laws regarding translation: -the content, referring to the what (ideas must be translated completely), -the form, referring to the how (the style), and finally –the receptor, referring to the who (easy to understand for the reader) (25). The author also mentions that not all the laws are taken into account in all translations, but the translators have to learn to discern which law to apply in which text.

Regarding the language from which the translation is undertaken, there are two processes of translation, direct translation and inverse translation. Direct translation, or also known as passive translation or verse is the one that starts from the target language to the source language (L2 to L1), usually considered as the simple one, it would go from English, the language under study, to the students own language (Spanish), through which they can fully and easily express with their familiar lexicon what is stated in English. On the other hand, inverse translation (L1 to L2), also called active translation or theme, requires the students to investigate how to properly express in the target language what is so familiar to them in their source language. It is easier to consider the correct pragmatics, semantics, semiotics, syntax and lexicon when working with one's own language than when working with one that is not the mother tongue. These two processes are known as directionality.

In the case of this study the type of directionality to be used is the inverse one, the one that requires the most effort and the most awareness. As Sanchez says, by working with inverse translation

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- language acquisition increases since production helps more than reception.
- students are allowed to focus almost exclusively on language use (31).

Something else to take into consideration when translating are these two basic criteria: accuracy (faithfulness to the source language) and natural expression (appropriateness of the target language). The translator is in charge of conveying someone else's ideas to another language; therefore, he has to be aware of getting the message across accurately. The outcome must be expressed naturally, as if it were originally written in that language.

Translation theory as any other theory is full of important considerations. In the case of translation, the levels it might imply are explained by Alvear (14):

- The textual level: it refers to the transposition of the signs in the Source Language (SL) to their exact equivalents in the Target Language (TL) if they seem at least closely appropriate in the context. The base is the text.
- The referential level: it is seen always in reference to the context. It can be considered as a summary. Nevertheless, it does not ignore linguistics and its correctness; it is a mixture of contextualized reality and language.
- The cohesive level: as its name indicates, it considers both, the structure and feelings of the text.
- The level of naturalness: in order for a translation to sound natural, it should contain ordinary and understandable language, it should make sense. This is also what we could consider communicative translation, and this is not likely to happen if the TL is not customary for the translator. In order for a translation to be natural, the translator needs to possess some characteristics, such as: "deep familiarity



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with the languages involved and their respective cultures, and genuine creativity and ingenuity on the translator's part" (Alvear 3).

1.2 Relevant methods in language teaching

All theories of language acquisition intend to account for the ability of learners to acquire language within a variety of social and instructional environments. The methods to be reviewed briefly in this chapter are those which in one way or another are related to our topic in question: translation. The first, the Grammar Translation Method, as its name indicates is the one from where translation as a method for language acquisition comes from. The second one, the Direct Method, is its counterpart, contradicting everything the first had to say. And the third one is considered in vogue nowadays. It is used widely since its results have been proven beneficial for language acquisition, the Communicative Approach. This method will be considered since translation is communication under our approach. Translation as a technique for improving L2 in advanced learners is supposed to be proven as a resource to use in the English classroom with the goal of communicating in the target language what was originally written in the source language.

1.2.1 Grammar Translation method

The Grammar Translation Method is a foreign language teaching methodology which is also called Classical Method (since it was used to teach the classical languages, Latin and Greek). It was mainly used to make students read and appreciate foreign literature and later on just as a mental exercise, since it was thought students would never use the target language (Larsen-Freeman 11).

This method became popular in the 1800s. Scholars believed that the study of classical languages had to be seen as an educational discipline in which logical thought was the key. The assumption that language consists of written words and of words which exist in isolation outlined this classical method.

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The Grammar Translation method was mostly comprised of translating sentences from one language to the other. As Wang stated “the goal of this method is to enable students to read and translate literary masterpieces and classics” (149).

Instruction was done using the mother tongue and grammar was taught deductively; rules, examples and long lists of vocabulary were committed to memory. Summing up, the methodology concentrated in grammar exercises, translation and dictation. It was thought that learners needed the language to understand the literature and consequently there was little aural or oral work and writing was not seen as a process but as a product of using the rules of grammar correctly. Indeed, the emphasis on achieving 'correct' grammar with little regard for the free application and production of speech was mainstream in the methodology.

The Grammar Translation Method reached its height between 1880 and 1920 but by the time research into Second Language Acquisition theory came into play, no one was interested in establishing Grammar Translation as a viable teaching method. As Richards and Rodgers point out, the Grammar Translation Method "has no advocates. It is a method for which there is no theory. There is no literature that offers a rationale or justification for it or that attempts to relate it to issues in linguistics, psychology, or educational theory" (7). Although Second Language Acquisition research has not found any benefit from this method, Grammar Translation is still guiding some language classrooms and many language curricula.

1.2.2 Direct method

All the criticism toward the Grammar Translation Method led to the development of the Direct Method or also called Natural Method, which is as the Grammar Translation Method used for teaching foreign languages. This method

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“refrains from using learners’ native language and just uses target language” (Wang 149). It was born in Germany and France in the early 1900s.

The name Natural Method comes from the attempt to have students learn as they learned their mother tongue, and only the target language is spoken during the class period. Students are encouraged to “think” in English while creating realistic everyday situations (Wang 149). In this method vocabulary is taught through pantomime and realia, and grammar is taught using an inductive approach. Much attention is given to speaking and pronunciation. They were not allowed to reprocess the information into their own language in order to avoid interference from L1. Translation as well as the mother tongue were prohibited and were not included in any language learning program.

One of the reasons why the Direct Method did not succeed is that the teachers had to be either native speakers or at least have native-like fluency, and not all teachers fulfilled this requirement.

1.2.3 Communicative Approach

The goal of this method is to teach students to communicate in the target language but in a genuine way, using real-life situations.

According to Larsen-Freeman communication requires more than mastering linguistic structures. Students might know their grammar, but might be unable to use it in authentic communication (121). In other words, the communicative approach pretends to educate students to be communicatively competent.

Communicative Language Teaching “places great emphasis on helping students use target languages in various contexts and learning language functions” (150). CLT focuses more on helping learners create meanings rather than on helping them acquire perfect grammar.



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Wang also mentions that a successful learner is the one who has the ability to apply his knowledge in the formal and the sociolinguistic aspect of the TL proficiently enough to communicate (150).

In an attempt to integrate the communicative approach and translation, we have learned that among the characteristics of the communicative approach there is accuracy, clarity and flexibility. One of the aims of this study is to get students to achieve communicative competence through translation. This can be done by making the translation activity turn out accurate, clear and flexible; students search (flexibility) for the most appropriate words (accuracy) to communicate a meaning (clarity). After all, communication should be clear and flexible, but keeping in mind that accuracy is also in order.

Among the activities inside a classroom which uses the communicative approach as well as translation, we can find pair work or group work, where students have to cooperate and negotiate. The groups are encouraged to discuss meanings and usage of the languages, as well as to fully understand and look for the right equivalents in the target language. Students also argue about similarities and differences during the translation process and this can help them understand the interaction between both languages.

As it is known, nowadays the kind of method that is considered the most appropriate one in terms of teaching a language is the communicative approach. Nevertheless, the outcome of attempting to teach English exclusively through the use of this method did not provide the expected results in all learners. For some students the activities this approach uses are ridiculous and inappropriate. They do not feel comfortable to be forced to speak to partners in English or to role play fixed conversations or to invent dialogues they do not consider genuine. It is important to consider that there are some types of learners who enjoy acquiring a language through rules, explanations, reinforcement through exercises and finally demonstrate what they learnt by writing, or even speaking. These students respond positively to a grammatical syllabus as it can give them both a set of clear

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objectives and a clear sense of achievement. Let us remember that some learners need the security of the mother tongue and the opportunity to relate grammatical structures to mother tongue equivalents. Above all, this type of approach can give learners a basic foundation upon which they can then build their communicative skills.

Making use of the good principles of the communicative approach, and combining them with those of the systematic approach of Grammar Translation, through the use of translation as a technique within the English classroom, it might turn out to be the perfect combination for many learners. On the one hand we can have motivating communicative activities that help promote fluency and, on the other, we can have translation tasks which would help students to acquire an accurate basis in the grammar of the language. This combined approach is reflected in many of the EFL course books currently being published and, amongst other things, suggests that the Grammar Translation method, far from being dead, is very much alive.

1.3 Critiques against translation as a technique for teaching English as a Foreign Language

“English as a Foreign Language (EFL) teaching has been a booming industry for at least the last twenty years” (Lonsdale 53). This author also mentions in reference to this topic that fortunately for translation teachers English textbooks nowadays are based on communicative and functional notions, since the “students have already been ‘educated’ in the notion of appropriateness” (54).

Nevertheless, it is not possible to forget that translation has gone through serious criticism. It all started with the decay of the Grammar-Translation Method which viewed translation as basic and fundamental for learning. Every activity, the whole learning process was carried out through translation.



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A general revision of why translation received and continues to receive critiques in the classroom will be analyzed as well as a counterpart of why translation should or could be used as one more technique to make advanced students improve their level of English.

- **It does not promote authentic communication.** Perhaps it does not encourage communication in the sense of speaking, since translation is purely a reading-writing activity. However, it certainly sponsors communication of material which was not previously available in the other language. Without translation many publications would not be known around the world, but only in places where the text was originally written and where that particular language is spoken. Within the classroom students translate to create reading material for other students, to share and exchange student material that can be easily understood and even reviewed by them.
- **If students are learning another language they should have full exposure to it, leaving aside every influence from their mother tongue.** This statement might be valid for beginners and let's remember we are not taking translation as the only technique to be used for learning English; translation will be one of the many resources used. The rest of the time, when students are not translating they will have full exposure to the target language, and when translating students will have exposure to both languages.
- **It is faster to think directly in the target language than having to reprocess what is heard in the TL into the SL.** In the case of inverse translation students start off by using their mother tongue, and after analyzing it they attempt to convey into English by using the closest meaning possible. It is hoped that the rest of the time learners try to think directly in the target language, but as it has been



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mentioned before many students consciously or unconsciously tend to use their mother tongue and then translate what they read or listen into English.

- **It has been considered by teachers (particularly native speakers) as meaningless, boring, irrelevant and especially uncommunicative.** According to my experience translation did not fall under any of these categories. It only was not meaningless but when given a purpose translation can provide numerous advantages, such as reading material which was not previously available; the feeling of having contributed to the literary field, etc. this very much covers also the aspect of translation being considered as irrelevant. It is very much known that teachers are responsible for creating a motivating environment, if the material is fun and appealing to the age of the translators it is probable that they will enjoy the task. And finally the matter of uncommunicativeness was already discussed in the first critique.
- **Translation is a waste of time, considering the limited amount of time devoted to the learning of a foreign language in most schools' curriculum.** It is not a waste of time if it is proved to be worthy. The texts to be translated do not need to be long, most of the times the activity can last less than one period of class time. It is also an activity that if lack of time is an issue could be sent as homework.
- **Language transfer confuses students.** Language transfer could be either confusing or clarifying as will be explained in chapter two. Contrastive Analysis is one of the methods used to teach or reinforce the acquisition of a language. Taking into consideration what is nowadays so in vogue, the multiple intelligences, there are some students who are very linguistic, or logical and learn better by contrasting, on the other hand there are



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others who can get confused more easily if they compare the two languages.

Anyhow, this language transfer is there for students to use or not depending on how they learn.

- **It de-motivates students since they are not using a language different from the one they always use.** Or maybe they can find it motivating to see how they are able to use both languages they know to produce something. They are not using only Spanish; they are using also English, and are realizing there are many things they still have to learn if they want to attempt to render a credible and convincing translation.
- **It inhibits students from thinking in the target language.** In our case this is not necessarily true since students read in the source language but when they want to pass the information into the target language they might think directly in English if this is the way their mind works, and if not as it was mentioned before students might never think directly in English, but they might always need to think first in Spanish and then convert it to English.
- **It induces students to think that there is a correspondence for every word in the mother tongue.** At this stage advanced students know that even though Spanish and English are based on a similar system, not every word, phrase or expression has an equivalent. The more they practice or the more they translate, the more they realize each language has its own way of expressing ideas. Furthermore, there is a tool which can help learners identify when there are correspondences or not, and what to use instead when they want to express something that does not have an equivalent in the target or source language, that tool is Contrastive Analysis.



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- **Since language teachers are not training translators, translations should not be used in the language teaching classroom.** (Toury 91). The purpose of using translation in the classroom is not to train translators but simply to use translation as one more technique to learn or improve English. In no case students will end the course being professional translators, if this were the case learners would have to take translation lessons in specialized centers.
- **It is not communicative since it does not involve oral interaction.** The communicative issue was previously discussed; however, it is important to mention that communication involves much more than just oral interaction. Communication also takes place through reading, writing, listening and many other ways. When students translate they communicate what they or someone else wanted to express but in another language.
- **It only involves two skills: reading and writing.** This statement is absolutely true, as it is also true that reading and writing can be enhanced through translation and the other skills can be improved by some other method. What is important is that through translation what is written in the target language is thoroughly thought through and that after some practice the writing outcomes are every time better.
- **Translation in the foreign language classroom is traditionally associated with literary and scientific texts.** This might be the case in actual translation lessons, where the ultimate purpose is to render professional like translations, where students or translator are paid to do their job. But in a traditional English classroom hardly ever are translations related to science or difficult literature. The texts are mostly concerned with motivational readings, short excerpts from books or literature they are interested in. After all, as one of the



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critiques mentioned earlier, translation can be considered as boring, this is why the texts have to be carefully selected.

- **Excessive use of dictionary, which is totally discouraged in the L2 classroom.** If the use of the dictionary is discouraged in most of the activities held in class, translation can be one of the exercises which involves its use. However, the more advanced the level is, the less it will depend on the use of a dictionary. Mostly the dictionary will be used to find the most appropriate word to render a credible translation or to check the spelling of certain words.

Most of these critiques came with the instauration of the Direct Method and later the Communicative Approach. As it was analyzed some of the critiques have solid foundation but most of them are just a reaction of new methods that came along and pretended to vanish everything that remained from the former ones.

To sum up, when considering procedures, activities, methodologies in the L2 classroom, none of the above mentioned are negative per se, it all depends on the use that the teacher gives to the activities, on his capacity to integrate it in a natural and relevant way and on giving to it a didactic sequence (Sánchez 62).

1.4 Translation techniques

One of the aims of the translation theory is to try to determine appropriate methods suitable for the largest variety of texts. Decisions about what method to use are made by the translators according to the text to be translated, the target



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audience, the author's expectations (if any), the function of the text, the purpose either for the author or the translator, among others.

Many authors have discussed translation techniques and there is still no agreement on a single way to categorize the procedures to translate, neither is there an agreement to unify the different categorizations studied so far. Therefore, one of the classifications to follow in this study is the one developed by Escobar in his book "Bilingual Skills and Guide for Translators".

According to Escobar these procedures are:

- Literal Translation: in other words this type of translation is known as word-for-word translation. It is said about this type of translation to be inaccurate; it can even distort the meaning. The words are translated but not the idea. Literal translation is adequate when they render natural expression.
- Transposition: generative grammar explains that there are many different ways of expressing one single idea; and this is the aim of transposition, to choose the best option according to the criteria of natural expression to convey the thoughts clearly in the target language. For instance, the sentence "it's getting dark" can be translated as: *comienza a oscurecer, está oscureciendo, etc.*
- Modulation or Adaptation: the translator using this process can use different expressions in the target language in order to provide a more natural meaning according to each situation. The focus is not on the words but on the meaning (75-79).

According to Nida, one of the best known translators and translation theorists, classifies the translation procedures are as follow:

1. Technical Procedures:

- a. Analysis of the source and target languages;

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- b. A complete study of the source language text before making attempts to translate it;
 - c. Making judgments of the semantic and syntactic approximations (241-245).
2. Organizational Procedures:
- Constant reevaluation of the attempt made, by comparing it with existing available translations of the same text, checking the text's communicative effectiveness by asking the readers to evaluate its accuracy, effectiveness and by studying their reactions (246-247).

Another issue of great importance is the purpose of translation. The Greek expression "skopos" is an in vogue term that is being used in translation to express the aim of translation, and was introduced by Hans Vermeer in the 70s to translation theory. According to Vermeer skopos focuses on the purpose of translation and its function on the target culture, which not necessarily is the same as on the source culture (qtd. in Venuti 227). Thus, skopos shows us that one text can be translated in different ways according to the intention of the author.

1.5 Translation as the fifth skill

As it has been mentioned several times, translation has suffered great changes and has undergone times of fame and times of criticism. It has been considered undesirable, old fashioned, meaningless, boring, irrelevant and especially uncommunicative. On the other hand, it has been judged as the fifth skill, right after reading, writing, listening and speaking.

Janulevičienė and Kavaliauskienė are some of the authors who consider translation to be the fifth skill, and state that "The fifth skill is understood as an ability to function fluently in two languages alternately" (1).

Newmark also mentions translation as the fifth skill, and he even recognizes it as "the most important social skill since it promotes communication and understanding between strangers" (62). This statement is in direct opposition to the



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one that qualifies translation as uncommunicative. It is important to consider that many books, discoveries, and information in general have been made known to human kind through translation. Therefore, it can be considered as a fact that translation is a social skill, and not only that but also basic for communication, especially intercultural communication.

Translation is a productive skill which requires students to read, understand, organize, categorize, prioritize information and then look for the correct and most precise way to convey certain text into another language.

Another reason to teach the fifth skill is that its use is a “fact of life for many students... it is also a fascinating tool for comparative study of L1 and L2... an indicator of how well the student has assimilated a new item of vocabulary or grammar” (Baker 1-2). And as the main object of this thesis explains, it serves as a technique to improve the level of L2 in advanced students as well as to make proficient learners realize that even though they have achieved a high level there are things they still need to learn and master, and this can be done by the use of translation, since they recognize it is not as easy to convey ideas into English in the same precise and accurate manner as they would do it in Spanish.

Now the question is, how can this skill be used in the classroom? The activities that could fit into this skill are exercises such as comparisons of English and Spanish vocabulary, grammar, or cultural conventions, all these by developing an interest in translation as a process which has its own theory and its own techniques. More developed and advanced activities could include translations of stories, texts and even whole books. It is necessary to find material which is appealing to the students who need to feel motivated not only by the content of the text to translate but also by what they will learn through the exercise.

It can be inferred that since translation is considered as the fifth skill, the other four skills will also be developed. It is not the intention of this study to convince teachers and students that this new skill is the only one, or that the teaching of a

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language should be only through translation, but that translation is just one more technique and that reading, listening, writing and speaking are very important for the overall understanding and mastering of a language.

1.6 Significance of Translation for Advanced Level Students

When studying a foreign language, learners of all levels tend to translate from L2 to the L1 or vice versa, and usually each level translates with a different purpose and for a different reason.

For Harmer there are four factors to be taken into consideration before presenting a translation activity. These factors are “the students’ previous experience, the students’ level, the stage of the course, and the stage of the individual lesson” (123). It is obvious that beginners and proficient level students will not undertake translation in the same way or for the same reason. Even their desire to use mother tongue has different motivations. Elementary students need it to feel secure, advanced students use it as a tool for improving their level. When they translate it is possible to focus “on ideas rather than language, thus...ensuring that all ideas will be included” (Baker 1). Grammatical rules, vocabulary, word order, among others are factors already incorporated to the knowledge of advanced learners, this is why the need to focus on these factors diminishes and students can concentrate on what indeed matters in proficient translation: content, function, clear ideas, rendering the message, etc.

Elementary levels are likely to translate word for word. They need translation to understand concepts, for exact definition of new vocabulary and specially to make sure they are not making mistakes. For them translation comes naturally. Through translation they like to compare: grammar, vocabulary, simple commands. They feel safe when they find a correspondent word for each one heard in the foreign language, and if this is not the case they try to look for an approximate.

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According to studies undertaken by Kavaliauskienė, Kaminskienė “the disregard of the students mother tongue can in fact de-motivate the students and be counterproductive” (3). They have also reported in their research that many studies carried out by some authors (G. Mattioli, C. W. Schweers), (Janulevičienė and Kavaliauskienė) (Janulevičienė and Kavaliauskienė) among others (2-3) that students who are prohibited to use their mother tongue in the classroom feel their identity threatened.

In intermediate and advanced levels translation is seen from a different perspective. Even though, they might still translate just to feel confident, with them translation can be exploited in a very different form.

“Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers” (Ross 63).

The environment plays a very important role when learning another language. Schweers considers that translation promotes a positive affective environment (qtd. in Galina Kavaliauskienė 4). It also turns the classroom into a more dynamic space where security is an important characteristic. Translation offers the use of authentic material which is interactive, learner-centered and also promotes learner autonomy (Mahmoud 30).

At a certain stage, advanced students reach a point where they feel they have learned everything, nothing represents a challenge, all the grammar points have been covered. They have acquired sufficient vocabulary to communicate fluently; this might be the spot where translation comes into place and this is the case of the present study.



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Advanced students, by not having to focus on the correct way to say something or vocabulary to comprehend or grammar to understand, they can now concentrate on being creative, imaginative and flexible with the new language they already know.

When translating, students look for correspondence in the L1 which does not always exist. Therefore, allowing students to realize the differences between languages makes them compare both languages. Advanced students have reached up to a level where phonology, syntax, lexis, pragmatics have become integral part of their everyday use of the target language. Therefore, these learners are capable enough to undertake complete text translations in a fully correct manner.

Translation represents a valuable instrument to develop cognitive processes, it helps them improve language accuracy, attain fluency and clarity.

Furthermore, if students are aware of the differences between languages and of language interference (transfer) and the intervention from their mother tongue, errors are likely to be reduced (Ross 61). This data “on the interlanguage and language transfer show that it is highly probable that L2 learners will always think most often in their L1, even at the advanced level” (Mahmoud 29).

Challenges are what make advanced students improve on what they already know. And now having passed what implies to learn a language they can focus on the culture involved in that language. The disparity between the languages and their cultures makes the process of translating a real challenge.

Advanced level students are likely to take content based subjects, which are sometimes part of their curriculum, and are every now and then required to translate texts, help clients, bosses or even interpret someone coming from abroad. So, “translation, in various forms, form a regular part of (this students’)

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work”, “Ideally they should be able to move between both languages just as easily” (Baker 2-3).

When advanced level students are given a translation activity, this usually includes the translation of whole texts. This is done for various reasons. Firstly and most importantly to give the activity a purpose, learners translate for a reason, it is something that will be acknowledged, they could have a translation of a whole document produced by themselves. Some authors such as Edge, Thomas, Sánchez have done this experiment with great results. Secondly, the bigger the text is the bigger the challenge. There are more possibilities to come across challenging words, structures, fragments for which students will have to analyze the best option to render a faithful translation. Thirdly, it is not an isolated activity. It gives learners to opportunity to make translation and its processes their own by understanding every time more what translation seeks for. And fourthly, it can actually be fun to end up with such product as a book entirely translated by them.

There are more reasons to consider translation as a right activity for proficient level students as well as for other levels, but always taking into consideration that advanced students will take better advantage since the stage they have reached gives them a certain freedom to translate more naturally. These reasons are as follow:

- Translating gives students confidence since not only one option is correct; there is more than one level of correctness.
- Translation also allows for any type of input, including authentic sources (Eadie 6). As in the case of the whole book translation mentioned above or just short articles from magazines which could turn out to be fun and interesting for the students.
- This type of activity involves learners in problem-solving, since they have to negotiate meaning, look for the right correspondence, investigate, be involved in decision-making, etc.

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- Students are encouragement to simplify, paraphrase, organize data and even guess.
- Advanced learners are “often keen to know the underlying rule behind a particular foreign language” (Liao 197).
- Learners gain confidence to experiment in two ways, while translating and while communicating what they translated.
- Translation gives them the perfect opportunity to integrate reading and writing. The first stage is to read and comprehend the message that the author intends to get across, and the second is to reproduce using the TL by writing down their own interpretation of the text.
- It provides a good opportunity to obtain teacher’s monitoring and encouragement as well as feedback.
- Eadie states that for intermediate and advanced levels is a valuable break from routine classroom activities, as well as challenging and loaded with meaning (6).
- Last but not least, and exciting as it is, students learn to take responsibility for the final product. The translation is theirs, as well as the decisions and negotiation they made to finally have their product ready. Therefore, responsibility is also theirs.

This study is going to consist on working with advanced levels using inverse translation. Stern says explicitly about inverse translation: it “might well be used judiciously for confirmation and reinforcement of previous intralingual learning. They could also be challenging for advanced learners who have built up a diversified L2 framework and who can deal with the semantic and discoursal complexities of the L2” (297). It has been said that translating into the target language is not pedagogic. The reason for this asseveration is mainly that Spanish speakers are ready to translate into the language they dominate grammatically, lexically and culturally. So, the question is why do it in the opposite direction? The answer is because it does not represent a challenge to do it otherwise. The fact of reading in a language is known by them and translating into a language as their

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own comes naturally, they do not even pay attention to the constructions in English, they just focus in converting into Spanish in a perfect way.

On the other hand, when translating into English, they read in the familiar style and try to convey into the target language searching the right constructions, and the most appropriate words to attempt to produce reliable translations. It represents a challenge, it makes them think and decide what should be used and where, which also makes them feel confident.

Nord is another author who also defends the use of translation in advanced levels: “transfer competence can, of course, only be acquired if there is a high level of proficiency in both source and target language and source and target culture” (Nord 141).

To sum up, the following study will have as subjects advanced level students of English, whose mother tongue is Spanish; with the object of improving their already acquired proficient level, but considering aspects that can only be achieved through comparing and contrasting both languages and cultures involved.

The validity and value of translation as an activity inside the communicative classroom will be demonstrated, where various aspects need to be considered, aspects such as: a careful plan, the identification of a precise purpose, a cautiously chosen source text, which should have the right length and difficulty level and most importantly the learners’ perception of the activity.

Regarding the technical aspects, students will inversely translate and the different techniques employed will be analyzed in order to decide which method renders the most trustworthy text.

With the object of clarifying all the aspects mentioned above and summing up, a quick translation guide will be developed as a booklet for students to consult and review when carrying out this enterprise. (See Appendix # 1)

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This guide is meant to help advanced students undertake a reliable translation through a systematic and careful approach.

In order for this translation process to have the expected results, we are going to relay, besides the aspects mentioned above, on a process which compares two languages and which will take us to the next chapter: "Contrastive Analysis".



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CHAPTER II CONTRASTIVE ANALYSIS

2.1 General considerations

When there are two languages in use it is very common to attempt to find equivalences between the words and structures of our own language and the foreign one. It is believed that the learning of a foreign language is facilitated by its similarities with the mother tongue; or on the contrary, the more the languages differ, the more difficult it is to acquire the other language.

This belief usually makes students exaggerate their search for equivalences which do not always exist. This is where Contrastive Analysis (CA) is of great help. The present chapter will analyze CA's definition, main functions, the origin of English and Spanish, some correspondences between them and the presentation of a quick guide for advanced students containing the most challenging structures of English, which for the most part are different from those of Spanish. This guide can be found within the appendices.

Contrastive Analysis is a tool of applied linguistics, which according to Maldonado is:

A process by which any two languages are examined to discover which structures of one language are most similar to or most divergent from those of the other. . . contrastive approach allows students to build on what they already know. . . and to avoid potential trouble spots (1).

Contrastive Analysis as a systematic study of two languages seeks to recognize why when learning a second language some aspects are more easily attained than others.



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Sapkota mentions in her study about Contrastive Analysis that language teaching has been influenced by the Contrastive Analysis Hypothesis (CAH).

“which claims that difficulties in language learning derive from the differences between the new language and the learner's first language, that errors in these areas of difference derive from first language interference and that these errors can be predicted and remedied by the use of CA” (1).

CA is based on the following assumptions:

1. Language transfer, or the interference of the first language when learning a second one, causes the biggest problems.
2. CA is able to predict these problems.
3. CA can diminish the consequences of such interference (Richards and Rodgers 83).

According to Whitley the function of CA is to carry out corresponding descriptions of both languages as well as to recognize similarities and differences in order to predict possible problems (2). As another function CA also studies the source of these problems, or more specifically the source of the errors.

In the case of the present study the two languages that will be put under contrast or comparison are Spanish and English. For these two languages to be set for contrast means that both of them share a somehow similar system. It is clear that they both share the same elements that constitute a sentence, that these units obey certain rules, which are quite comparable in both languages and that the functions of these two languages are alike. After having mentioned this, it is important to take into account that languages coming from analogous origins are capable of going through a comparison, to make speakers of one language contrast their own to the new language in order to make them realize, basing on the similarities and differences among them, how the target language can be used.

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To understand the reasons of many of the correspondence and differences between Spanish and English, it is important to have an idea of the origins of both languages.

The roots of these languages are very different; English comes from the Germanic family and Spanish from the Romance languages. However different they might be, they both have borrowed and adopted some elements from each other giving place to some resemblances in their systems.

After reviewing some of the history of English, it can be said that it has a Germanic origin. It has been influenced by Germanic tribes and Scandinavian languages, as well as by Latin and French, among others. After all these mixtures and influences, English has been “heavily inflected, with endings on nouns to show many cases, and on verbs to show time and person” (Maldonado 3). Some of the influences English had can be easily seen, such as the ones coming from French (words like question, improve) or the ones coming from Latin (interrogate).

English has been considered the international language and it is the number one option as a foreign language. Because of its popularity, it has a great number of followers, and this along with the many immigrants English speaking countries receive, words from various languages have become integral part of English. Some of these borrowed words are: taco, tango, patio (Spanish); von voyage, ambulance, diplomat (French); muffin (German); athlete (Greek); opera, umbrella (Italian); karate, soy (Japanese); chimpanzee (Kongo); data, uniform (Latin); vodka (Russian).

The words that have been either borrowings or adaptations from Spanish are: adobe, alligator, banana, barbecue, burro, cafeteria, canyon, cargo, chocolate, cigar, cocaine, cockroach, coyote, guerrilla, macho, tortilla, siesta, ranch, among many others.



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Spanish on the other hand, is one of the Romance languages which comes from Latin. Spanish basically derived from Castilian, or Castellano. It was influenced by the Visigoths, Italian, French, Arabic.

Some of the words introduced from English are: blog, web, champú, club, filmar, best-seller, baloncesto, cool, hardware, tour.

It is worth mentioning that English accepts words and influences much more readily than Spanish does and thus has twice as many words in its vocabulary.

Although aspects such as phonology, morphology, syntax, lexicon, semantics, pragmatics and even orthography would have to be taken into consideration when dealing with contrastive analysis, this chapter will emphasize on concepts of importance and practicality for advanced students of English whose purpose is to carry out Spanish-English translation. The elements mentioned before are not considered necessary to analyze in the present study since they are not fundamental for the aim of the investigation.

Among others, grammar is one of the factors which can help students the most by training them on which words to use, how and where to use them. "Grammar saves you time and many mistakes by guiding you in your choices" (Maldonado 2).

With the broad use of the Communicative Approach, it is believed that just getting the message across is enough; with the use of CA the same message can get across in a more complex and correct way. This aspect is especially important in writing. Students undertaking an enterprise of such importance as in the case of translation, cannot settle with "getting the message across", they have to make sure the message is correctly transmitted in terms of grammar, culture, effect caused on the reader, faithfulness, understandability. It also should communicate the same content as the original text. Students need to pay attention to how formal or casual the language should be; it is imperative that they attempt to keep the same tone and the same message as the author meant. All these characteristics

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need to be acknowledged when translating, since L1 tends to interfere and students feel tempted to write as they would in their mother tongue. CA will hopefully make them aware of the convergent and divergent features of both languages.

2.2 Correspondences between Spanish and English

A comparison of the most notable aspects in which Spanish and English differ and converge will be presented in a brief summary.

Both languages may be said to agree with the Universal Grammar in the sense that they both have pronouns, verbs, the basic unit of thought: sentences which can be positive or negative, they have number, gender, tense. English and Spanish both have perfect tenses, articles and even cultural resemblances, as in the case of rituals such as greetings, thanking, apologizing.

On the other hand, there are also evident differences between these two languages in terms of “form, function, frequency, distribution, or conditions on usage” (Whitley 3). For instance, as the same author mentions there is the case of the use of stress, as well as the roles of subjects and objects (me gusta, I like him), the use of the passive voice, different pronunciation for the same letter, etc. Other variations can be seen in the verb to be, which for English is only one but Spanish makes a distinction between ser and estar, as well as the distinction between Spanish tu/usted, which in English is represented by “you”. Spanish also has a different treatment for adjectives, either if they go after or before the noun. Opposite, we have the case that in English there is the distinction between make and do, his, her, their but not in Spanish. English also differentiates comparatives from superlatives (Whitley 3-4).

After studying how two languages are similar or different, CA focuses on suggesting the closest equivalent for a word or structure. It is important to keep in mind that English is usually concrete, goes to the point, and its word order is

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basically fixed. On the contrary, Spanish is indirect, involves more emotions and the word order can vary. Let us consider that these characteristics are not established as a general truth. They are generally considered by some that Spanish tends to be more subjective while English is more objective, goes to the point, does not tend to go around in circles as many times Spanish. It is also said that while English is concerned about reality, Spanish is concerned about how this reality affects people. It is imperative to make clear that these just mentioned characteristics cannot be considered as a rule, they cannot be generalized or set as a universal truth; they are just opinions, what people consider to be common among the speakers of these languages.

Due to the correspondences found among both languages it is necessary to make a study through CA, which in this case will focus on concrete points which presume special problems considering the L1. What Whitley states coincides with the purpose of this investigation: "...audience that mastered the language...but needs guidance on certain standard usages: ambiguous cases of agreement, the plural..., forms of uncommon verbs, subtleties of punctuation and syllabication... and so forth" (5).

It is important to insist one more time that the subjects in this investigation have an advanced level of English, nevertheless these students still make mistakes since English is not their mother tongue, but at the same time have very much internalized many grammatical points which enable them to correctly communicate in the target language. Let's not forget either that these students are expected to translate a text from Spanish into English. Therefore, only aspects related with writing using the correct grammatical structures according to the level under study will be taken into account.

In order for this research to have a credible basis of what aspects should be studied under a CA scope, a compilation of some stories previously translated by the students in Catalinas High School, were analyzed in an attempt to discover



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which structures presented the greatest difficulties for these advanced learners of English due to the interference of the mother tongue.

This study will attempt to carry out an advanced Contrastive Analysis between Spanish and English, which is meant for students of English who are very much proficient.

The points that will be analyzed are complex issues that could represent a challenge for advanced students.

This analysis will be carried out taking into consideration the mistakes found in the compilation of stories translated some years ago by the students at Catalinas, and some aspects that with the years of experience teaching English to advanced students have prevailed.

These tricky features will be analyzed and organized into independent units. It is meant to be used by translators who attempt to convey what was said in Spanish into a reliable English version. Child stated in his book, Introduction to Spanish Translation:

The most useful subfield of linguistics for the translator is comparative linguistics, which looks at the lexicon, phonetics, grammar, and stylistics of two or more languages on a comparative basis. Comparative linguistics studies ways in which two languages are similar as well as different, and in the case of differences, can suggest the closest equivalent structures or words. The value of such an approach to the translator is obvious; since this analysis will tell him or her what forms can be appropriately used in making the transfer from SL to TL (71).

2.3 Contrastive Analysis for Advanced Students

Due to the fact that advanced students do not need a complete analysis of both systems with all their structures and at all levels, only the aspects that have been

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proved to signify the greatest difficulty for this level students will be taken into consideration. For this same reason, the aspects to be studied will not fit under any specific or established grammatical category, but they will be analyzed on their own due to the small quantity of issues treated under each topic. Another matter that is worth mentioning is that only the aspects which carry a certain degree of difficulty in translation from Spanish into English are to be examined. The aspects which would mean challenge when translating into Spanish will not be covered here since they would be out of our domain of study.

This analysis will be included in the appendices in the form of a quick guide for students to use at the time of undertaking a translation project.

Do not forget that when translating it is not enough with trusting CA, which will definitely help students use correct structures. Nevertheless, it is equally important to put texts into the correct context.

After having attempted to clarify some of the most common difficulties advanced students go through when undertaking translation tasks, it is time to begin with what will be the application of the project.



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CHAPTER III METHODOLOGY

3.1 Instruments of Evaluation

After having analyzed on one hand translation as a theory, as a technique and what it can do for advanced students of English, and on the other CA with its correspondences and differences between Spanish and English, and what it can offer to translator students of English, it is time to proceed with the aim of this study which is to find out if translation can be used in advanced levels as a strategy to help students reach a higher level through contrasting and comparing English with their mother tongue.

It is necessary to define what is understood as advanced level students in this research. There are some considerations to be taken into account. First, it is clear that this study's purpose is to improve the already acquired advanced level of English of Spanish speakers. Second, there needs to be something to be improved. And third, we are dealing with apprentices, students who know but are still in the process of learning. Therefore, what we call advanced level students, are pupils, who have already acquired and surpassed intermediate knowledge of English, understand demanding texts, spontaneously and fluently interact, and who can also produce understandable texts. Nevertheless, they do make mistakes, but their mistakes do not prevent them from being understood, from getting the message across.

In order to be clearer and more precise, an internationally recognized reference will be used. *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment*, abbreviated as CEFR, is a guideline employed to describe achievements of learners of foreign. It is used to set up systems of validation of language ability. It has six reference levels which are becoming widely accepted as the European standard for grading an individual's language proficiency.

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Taking into consideration the CEFR, the level of our participants would be B1. This level refers to students who “Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans”. (Language Policy Division 24)

In order for this research to follow its original aim, it is important to keep in mind the research questions that will address this study. (1) What are the translation techniques used by students? (2) What beliefs do students have about translation? (3) How do students use translation as a learning strategy? (4) How does the use of Contrastive Analysis help students undertake more reliable translations?

It is hoped that the results of the present study will demonstrate EFL teachers that translation can and should be used with advanced learners of English as one more strategy to help them master the structures which due to language interference, are preventing them from surmounting English. As stated earlier in this paragraph, translation is not supposed to be by any means the only strategy used by teachers or students to learn or improve English. Translation is supposed to be one more technique, among the many others, qualified teachers use in their English classrooms.

Many authors have studied the effect of translation and the use of the mother tongue when learning a language, and contrary to what has been expected by many, these studies have suggested a positive impact of translation or of the use of L1 on learners. (Baynham) (Atkinson) (Ellis) (Newmark) (Kobayashi) (Kern) (Cohen y Brooks-Carson, Research on Direct versus Translating Writing: Students' Strategies and their Results)

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(Baynham 1983; Titford 1985; Perkins 1985; Ellis 1985; Atkinson 1987; Newmark 1991; Husain 1994; Kobayashi and Rinnert 1992; Kern 1994; Husain 1995; Omura 1996; Cohen and Brooks-Carson 2001) (Liao 2).

3.2 Method

The research was carried out through a combination of qualitative and quantitative data collection techniques. The role of quantitative research is to facilitate through numbers and statistics the detection of patterns of occurrence of some variables, especially the ones collected through surveys and questionnaires, and it also aids the researcher at the time of analyzing the data and communicating or reporting the findings.

Regarding the qualitative research, it was used at the time of the interviews. This type of approach is the most favored when undertaking action research. According to Ferrance Action Research “is a reflective process that allows for inquiry and discussion as components of the “research”. It does not focus on the theory but on the practice, which can be influenced and changed” (6). In the case of this research, what can be influenced and can change is advanced students who could improve their level of English through the aids of translation and Contrastive Analysis.

In order to obtain the information, some steps were followed. First, students were given a story to translate as a pre-test. Second, students attended some meetings with the purpose of making them aware of the common errors found when translating and to describe to them how through CA they can compare the two language systems in order to predict possible problems when translating. It is also important to let them know about some of the techniques used in translation. Third, a re-test was applied to compare the results with the pre-test, and to see if there are any changes after the received information. Fourth, a survey comprised of two sets of questionnaires concerning students’ beliefs and strategy use was given to the student translators so as to discover their feelings towards translation

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and what techniques they prefer when learning. Students also answered a questionnaire about the use of Contrastive Analysis as a way of avoiding mistakes caused by the comparison of Spanish and English, and one about the techniques used to translate the given story. As a last step, a semi-structured interview containing programmed questions related to the use and effect of mother tongue when learning English, as well as open questions to obtain further information about the use of translation. Through this type of interview, the researcher is able to guide the dialogue giving the students freedom to answer openly and even deviate to other topics if necessary.

All these surveys, interviews and questionnaires were also used as a way to triangulate the data, which was expected to offer more reliable results.

It was estimated that the re-test would show better results, a clearer translation, with a limited number of mistakes, unlike the test which was expected to confirm that the lack of knowledge about what CA can offer and what some familiarity with translation techniques can do to improve the results of translation.

At the end all the results were gathered, reviewed and analyzed mostly under a qualitative scope. However in order for the readers to have a quick and complete idea of the results, some statistics were used.

The use of these methods allowed for an in-depth understanding of whether translation from Spanish into English is a good strategy to improve the target language in advanced students as well as to determine if Contrastive Analysis lessons helped students avoid mistakes which could come from comparing both languages.

3.3 Human resources/materials

A total of 15 students enrolled in the third level of International Studies at Universidad del Azuay participated in this study. The participants belong to a

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general advanced level of English. Their ages range from 18 to 20. Their mother tongue is Spanish.

Regarding sampling, the kind of sample which was used is nonrandom sampling and within this, purposive sampling. The individuals were selected based on the aims of the study. They had to be students with an advanced level of English. International Studies is supposed to be the career with the highest level of English in this particular university. Therefore, these were the students chosen for the research. Within the career, an advanced class was selected; the total number of students enrolled in that class participated on the research. This particular group of students could be said to have a B2 or C1 level of English according to the Common European Framework. Let's not forget that what this research is meant to show is that through the use of translation and CA advanced students can improve their level. Hence, if the level of the participants is already a native like level, nothing will be learned or improved. These learners still make mistakes, which is just what the present study is looking for, students who in spite of having a high level of the target language still can improve by using a technique such as translation with the aids of CA.

The research which greatly influenced this study is the one carried out by Posen Liao at the Department of Foreign Languages and Applied Linguistics in National Taipei University, Taiwan. His study was called "EFL Learners' Beliefs about and Strategy Use of Translation in English Learning". Liao considers that even if translation is no longer viewed as undesirable, "very little attention has been given specifically to student perspectives, that is, student's particular beliefs about translation and their frequent use of translation as a learning strategy" (4).

The surveys were applied as a replica of this study. They were taken from his article EFL Learners' Beliefs about and Strategy Use of Translation in English Learning, in *RELC Journal* 2006. Regarding the beliefs students have towards translation, the *Inventory for Beliefs about Translation (IBT)* was used and for the strategies students use to learn and perfect a language, the *Inventory for*

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Translation as a Learning Strategy (ITLS). This material was an adaptation from Liao's study according to the needs and individuality of the students in Cuenca. There were some questions which did not apply to the present study, since both studies were applied to students in different conditions. The surveys which were applied as a replica were modified due to:

- The difference between the levels, the original research had beginners as participants, while the present study involves advanced students.
- The former study took into consideration the four basic skills, reading, writing, listening and speaking. For our purpose mostly writing and reading were taken into account since these two skills are the ones that play a role in the present research. If questions regarding other skills were also considered, it is because somehow it had an interest for the research. (Questions such as: the preference for the use of the target language in class generally speaking, the habit of reading Spanish subtitles when watching movies in English, the likeliness to generalize from any of the skills to reading and writing, for instance the habit of thinking first in Spanish before speaking, can be generalized to any of the skills)
- The study in Taiwan was purely of a quantitative nature, while the one in Cuenca was a combination of qualitative and quantitative methods. One of the reasons for this is the number of participants enrolled in each. In the first 351 students took part and in the second only 15. Such a number involved students of different careers (English, Japanese, Business Administration, Management of Information System, and International Trade; whereas in our case all the students came from a single major, International Studies.

Another general difference between both studies, the one carried out in Taiwan and the one carried out in Cuenca, is that the former does not involve translation per se, but only a questionnaire about how students feel towards translation and

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the use they give to it as a strategy. The research undertaken in Cuenca primarily focused on a story to be translated and used the surveys and questionnaires were meant to back up the information got in the translation. The first does not expect to see results, just statistics about feelings towards translation and translation as a learning strategy, while the second used these instruments to find out what students believe but mostly to back up what has been discovered through the use of translation and Contrastive Analysis.

The interviews and the questionnaires were elaborated by the researcher according to the characteristics of the participants. Due to the students' level of English it was not considered necessary to translate the questionnaires to Spanish, as was the case in Taiwan where the researcher gave the students the surveys in their native language since they were beginners. In the case of the present study all the questions were provided in English, except for the interview which in both cases was carried out in the mother tongue. The reason of this in the present study was to provide students with the necessary freedom to express themselves by letting them do it in their mother tongue. The interviews were expected to provide the most insightful information, students were to speak about how they felt while translating, how useful CA was for them and other important issues that probably were easier to communicate in their L1.

Among the material there is a compilation of some stories previously translated by the students in Catalinas High School. I consider important to mention how the idea of translation as a technique to be used with advanced students was born. While working at the above mentioned school, a bilingual, private institution, with advanced L2 female teenagers, I realized that because of the students' age it was hard to get them interested in improving the target language. I found that teenagers feel highly motivated to read literature related to their needs and interests. For that reason, I considered it relevant to suggest the translation of a book from Spanish into English in order for my students to work in an activity that they would find challenging and appealing. I also noticed that once students reached an advanced level they feel they have nothing else to learn, but when a

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new exercise is introduced to them that is also different and challenging, they discover there are more things to learn and improve on. As Dolan stated in a lecture given at the University of Bath in 2005, “. . . students. . . become bored with the familiar situation, especially if it never changes. When it does change, the natural drive to explore is awakened again” (Dolan).

After seeing the positive results of translation in the sense of improving the knowledge of the target language, more books were translated. All of these texts are compilations of motivational stories, containing self-esteem readings as well as inspirational anecdotes about our inner power to grow. The girls belonged to the fourth course. They are highly proficient in English since they are exposed to the target language in their daily academic activities 8 hours a week. They were given the chance to use a free approach to the translation practice.

The process of translation as a learning language activity first involved selecting a text, dividing it into sections, and freely translating it using the technique they considered best. Then it was corrected and reviewed by the students themselves with the guidance but not interference of the teacher. It is important to take into account that the final product was one hundred percent creation of the students with all the mistakes and errors that the translation of a book implies.

This material translated some years ago by the students at Catalinas was used and studied under the Contrastive Analysis scope, to obtain a list of the most frequent mistakes students make when translating. This study and the years of experience teaching advanced students helped to get an important data base to start what I called in chapter 2 the Advanced Contrastive Analysis.

The text to be translated is presented as a pre and re-test, and this story is *La Felicidad es el Camino*, by an unknown author and is included in a book of a compilation of stories *La Culpa es de la Vaca*, by the authors Jaime Lopera and Martha Inés Bernal (51). This story was chosen not only because of its motivational impact but also because it represents a good illustration of how

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students can make use of Contrastive Analysis to attain more reliable translations. It also provides students with the opportunity to use a free approach to any translation technique. It contains simple vocabulary, after all this project is designed for students of English who, in spite of having an advanced level, need to fully understand what is being said in order to produce a credible production. On the other hand, it does represent some kind of a challenge, the need to understand what is behind the words so as to comprehend and convey to English these words written in Spanish. The story is included in Appendix # 3.

3.3.1 Analysis of the Material

3.3.1.1 Inventory for Beliefs about Translation (IBT)

As it was mentioned earlier, the IBT created by Liao in Taiwan was used as a replica after considering some adaptations to fit the necessities of advanced level students, whose mother tongue is Spanish.

The questions that somehow were modified or even rescinded had to do with speaking and listening, which had nothing to do with translation that mostly implies reading and writing; acquisition of basic vocabulary, understanding of elemental instructions, questions related with the “learning” of English were replaced with questions related to how translation helped students improve their level of English.

When considering translation as a learning strategy it is very important to consider how students feel towards this approach, what they think about translation in general terms. It has been considered important to apply this survey since beliefs affect a great deal what we do and how we do it. We can start by saying that a belief is an assumption that is hold to be true. Beliefs greatly shape many of our actions. If students consider translation as a boring, useless task they will rather not use it, or resent its use. On the other hand, if students feel translation can help them learn, understand or improve the target language, they will use it even unconsciously or will learn to use it and take advantage of it.

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Not only what teachers think or consider important is valuable, but most importantly what students believe. This is why it has been considered important to take into account students' opinions about translation, the beliefs they have, the strategies they use for learning English, the techniques they employ when translating and the criteria they have about the significance of CA. Each one of these issues will be analyzed using an inventory or a survey. (See Appendix # 4)

3.3.1.2. Inventory for Translation as a Learning Strategy (ITLS)

This survey was also designed by Liao, and followed the same characteristics as the previous one.

It is important to have in mind that the original inventory was not meant for advanced students exclusively. However, it was meant to provide information on a general perspective of how students use translation as a strategy to learn English from the very beginning.

As it was described in the first chapter, translation has been defined as a cognitive learning strategy, and it is almost as important or as used as repetition or note taking.

When referring to a cognitive strategy used for learning, we are talking about the approaches learners use to either apprehend new knowledge or improve and retain knowledge already acquired.

Liao states that students feel that through translation their ideas develop easier and can be expressed more clearly, as well as the acquisition of vocabulary turns into a simpler task (197).



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The significance of translation as a learning strategy for advanced students is according to Liao's studies of great importance since learners have already "developed a somewhat solid foundation of the target language...and can...discern the subtle differences... and are keen to know the underlying rules" (197). (See Appendix # 5)

3.3.1.3. Survey about Translation Theory

This survey has been created to discover how students felt while they were translating. It was meant to help us find out their attitude and criteria towards translation.

It is expected that the students after or even before undertaking the pre-test have a different opinion of translation than the one they might have after learning at least a little about translation theory and what it can do for them in terms of improving their level of English and after realizing translation can help them recognize aspects of the foreign language they had not recognized before.

The present survey explored the students' approaches to the translation of the story as well as how they felt about some key aspects of translation they learnt especially during the classes they received. The translation lessons were carried out with the aids of a quick translation theory guide which was prepared for them. These lessons lasted for three days. (See Appendix # 6)

3.3.1.4. Survey about Contrastive Analysis

The object of this survey was to evaluate how the similarities and differences of both languages interfere with the students' ability to acquire the second language. These advanced students have reached a point in the acquisition of their second language where they are able to perfectly communicate and get the message across, as well as to read, write and comprehend without effort. There are still



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some aspects they need to polish and CA has been proved a valid system to attempt to sound as native as possible at least grammar wise.

As the previous survey, this one was also created for this particular study and sought to discover the role CA plays for each student, as well as to find out what structures appear to be the most challenging for the students. An advanced Contrastive Analysis guide was elaborated to help students visualize more clearly the differences between both languages. This guide had as a back up some lessons which were held for five days. (See Appendix # 7)

3.3.1.5. Personal interview

The object of this interview was to encourage students to reflect on their work giving the researcher an idea of the progress they have made starting from the pre-test, going through the insightful stage of answering to the 4 questionnaires, receiving and making their own both, the Translation Theory lesson as well as the Contrastive Analysis one, and finally having applied all what was learnt in the post-test.

This interview was meant to elicit introspective information and to give students the opportunity to answer and speak openly and freely about any concern they might have.

The interview was applied at the very end of the data elicitation process and it was expected to cover the whole procedure. (See Appendix # 8)

3.4 Data collection

After having prearranged the specific class, level of English of the students and the times for each of the meetings required for the data elicitation process, the application began.

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First of all the participants were briefly explained about the nature and the purpose of this study. Afterwards the students were given the story to translate under the simple command of: “Translate to English the story you have in your hands”. This translation was the pre-test, in which students freely translated without considering any theory, without being aware of the existence of techniques, without considering any steps to do it.

In the following meetings the translation classes began. Students learnt about the importance of translation, its approaches and techniques, its stages, how culture influences the way we should translate, how good or bad translating from L1 to L2 or vice versa is, and what an established purpose for translation can do to make students want to do it better.

After clarifying the most important concerns about translation, the students started attending CA lessons where they became aware of the most important similarities and differences between English and Spanish, analyzed under an advanced scope.

Once the lessons concluded the students proceeded to translate the *same* story for the second time, now having some knowledge about translation and about CA to make them undertake their task differently. Even if it is obvious that the second time students translate the same story its difficulty will not be the same, it was considered appropriate to keep the same text since the degree of complexity of a new one could be uneven compared to the first one.

It is important to mention here that both tests, the pre and the post, were done on a computer and sent to the researcher via e-mail. It is also worth mentioning that students were able to use dictionaries, traditional or online references, and that they had the aids that technology offers to them even through the word processor. Nevertheless, students did undertake their tasks during class time in the presence of the researcher.



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Also via e-mail, the inventories and surveys were delivered to the students during class time, for them to fill them in and send them back to the researcher. As it was stated earlier all the questionnaires were applied in English due to the level of the students. However, the students were allowed to ask any question regarding the information contained in the surveys.

As a last step, the individual interviews were carried out. Unlike the questionnaires, the interviews were held in Spanish, to give the participants more freedom to express and to avoid the possible loss of information due to a somehow difficulty of the students to communicate what they really meant. The interview contained prearranged questions to allow the students to know and remember the topics and activities on the one hand, but on the other to give them freedom to answer in any way they wished and to contribute with any ideas of their own. The interviews were recorded.

The whole process, beginning with the pre-test continuing with the translation and the CA lessons, the surveys, questionnaires, re-tests and ending with the interviews, took almost three months.



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CHAPTER IV DATA ANALYSIS AND INTERPRETATION

In order to arrive to a more trustworthy analysis of the data collected through the surveys, questionnaires and the interview, a separate study of each of them will be carried out.

The order of the analysis will be done in the same sequence as the techniques were applied.

4.1 Descriptive analysis of the Inventory for Beliefs about Translation IBT

The Inventory for Beliefs about translation counted on a Likert scale of 1 to 5, to indicate the degree of agreement or disagreement with the statements presented on the inventory. The options they had were strongly disagree, disagree, not sure, agree and finally strongly agree. For a clearer and faster apprehension of the data, the results are presented on figure 1 below.



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Figure # 1 IBT					
Item description	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. Translating helps me understand my readings of books.	0	0	1	8	6
2. Translating helps me write English composition.	0	0	1	8	6
3. Translating helps me remember advanced English vocabulary.	0	0	0	5	10
4. Translating helps me understand English grammar rules.	0	0	3	8	4
5. Translating helps me learn English idioms and phrases.	0	0	4	6	5
6. Translating does not help me make progress in learning English.	8	5	1	0	1
7. The more difficult the English assignments are, the more I depend on Spanish translation.	0	5	8	1	1
8. Using Spanish translation helps me finish my English assignments more quickly and save time.	0	1	6	6	2
9. Using Spanish translation while studying helps me better recall the content of a lesson later.	2	6	3	4	0
10. I like to use Spanish translation to improve English.	0	4	4	7	0
11. The use of Spanish translation may interfere with my ability to learn English well.	0	8	2	5	0
12. Spanish translation diminishes the amount of English input I receive.	5	3	5	2	0
13. At this stage of learning, I cannot learn English without Spanish translation.	6	7	2	0	0
14. I think everyone has to use Spanish translation at this stage of learning.	2	2	6	5	0
15. I will produce Spanish-style English if I translate from Spanish to English.	1	2	9	1	2

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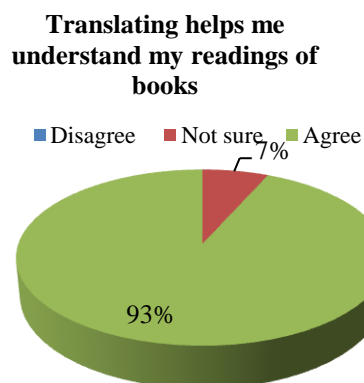


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16. I prefer my English teachers always use English to teach me.	0	1	2	7	5
17. I feel pressure when I am asked to think directly in English.	4	6	3	2	0
Source: Liao, Posen. "Taiwanese Students' Beliefs about Translation and their Use of Translation as a Strategy to Learn English." <u>PhD thesis</u> . Austin: The University of Texas at Austin, 2002. 10-11.					

Most participants recognized translation to play an important and positive role in their learning experience. They state that translation helps them when reading, writing, remembering vocabulary, understanding grammar rules, learning idioms and phrases. As it is graphically shown below, all of the students, except for one, either strongly agreed or agreed with the statements relating reading, writing and vocabulary; and the ones regarding grammar and idioms most of them agree and if they do not, they state they are not sure.

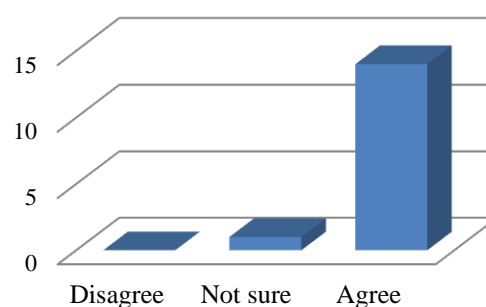
Figure # 2 Translating and reading



Source: Author

Figure # 3 Translation and writing

Translating helps me write English compositions.

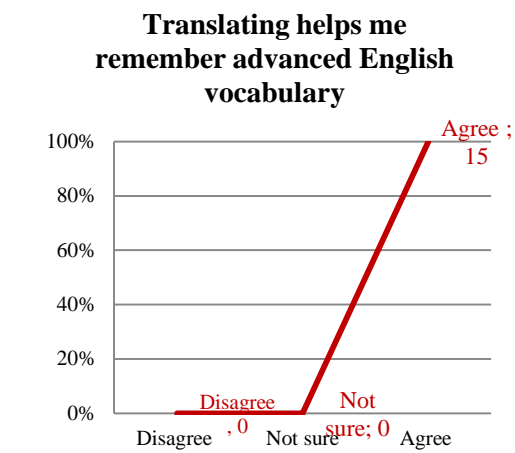


Source: Author



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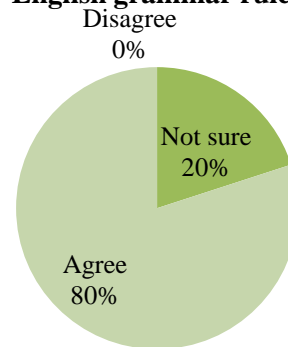
Figure # 4 Advanced vocabulary



Source: Author

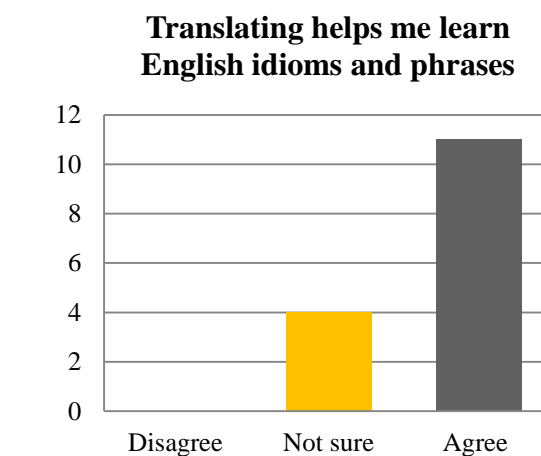
Figure # 5 Grammar rules

Translating helps me understand English grammar rules



Source: Author

Figure # 6 Idioms and phrases



Source: Author

Contrary to the popular opinion that states translation slows down the learning process, we can observe here that students do not consider this technique to hold them back on the learning process, but to make progress when learning English. This is held to be true for all the participants, except for one who affirms translation does slow the process down.

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Figure # 7 Translation: useless

Translating does not help me make progress in learning English

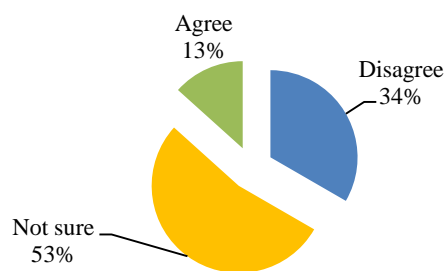


Source: Author

It is clear that students do not rely more or less on translation depending on the degree of difficulty the assignment presents, this can be interpreted as follows: students use translation either for difficult or simple assignments, they simply rely on translation. Students might feel translation is a technique that can be used disregarding the degree of difficulty a task might present.

Figure # 8 Difficult assignments

The more difficult the English assignments are, the more I depend on Spanish translation



Source: Author

Regarding the time they need to finish an assignment, more than half of the participants agreed that translation helps them save time and finish their assignments more quickly. However, there was an important number of students who said they were not sure about this statement, which can lead us to think that it can be true sometimes, but maybe other times the process of having to do the

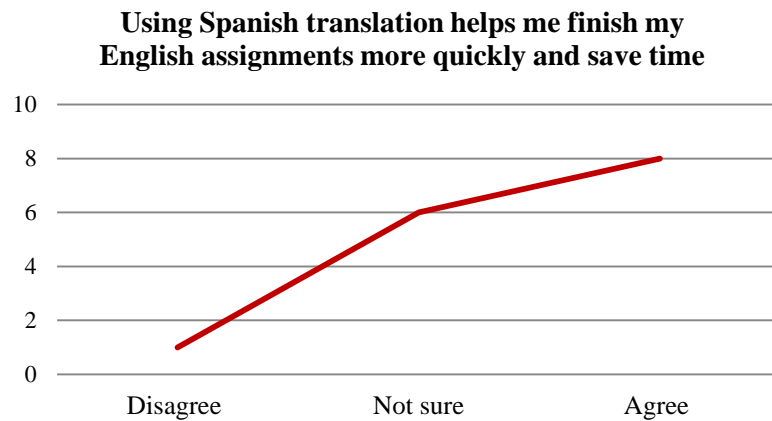
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assignment in Spanish first and then in English is time consuming, as one participant openly affirmed.

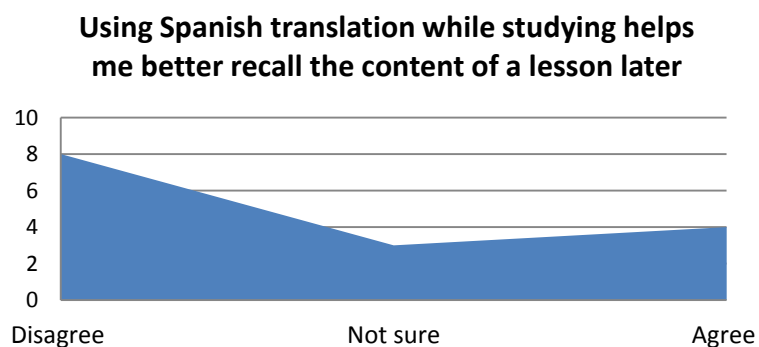
Figure # 9 Time saving



Source: Author

It is clear that for most students translation is not an option when studying, it does not help them better recall the content of the lessons. Only four students agreed with this statement.

Figure # 10 Fast recalling



Source: Author

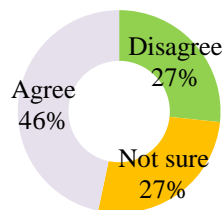


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On the other hand, it seems like when it comes to improving (not learning or studying) English, a big part of these students do rely on translation, while others either are not sure or do not think this tool can help achieve a higher level. However, since this information was planned to be gathered through more than three means, the results will be verified latter.

Figure # 11 Improve English

I like to use Spanish translation to improve English

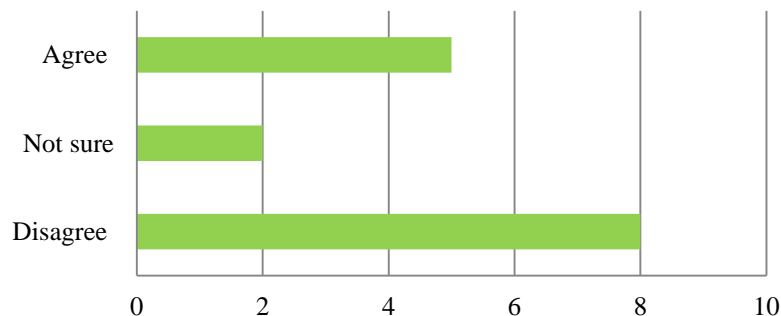


Source: Author

As a way to reaffirm the previous statement most participants consider that translation does not only help them improve but also does not interfere with their ability to learn English. Nevertheless, there are some students who feel translation does obstruct their path to their learning of English.

Figure # 12 Interference to learn

The use of Spanish translation may interfere with my ability to learn English well



Source: Author

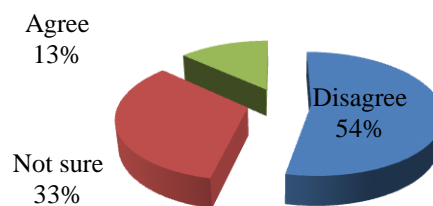


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As it was discussed in chapter 1, one of the critiques translation has received specially from teachers is that the use of translation diminishes the amount of English input that should be received in class. Nevertheless, it is clear that students do not feel the same way. The reason might be that it is not the quantity but the quality of the activities that count. If translation helps students improve their English, even if they are doing it by using Spanish, what is important is the output they surrender not the input they receive. Yet, it is important to mention that there are a number of students who do feel activities such as translation, which imply the use of their mother tongue, do harm them in the acquisition of the target language.

Figure # 13 Less English input

Spanish translation diminishes the amount of English input I receive



Source: Author

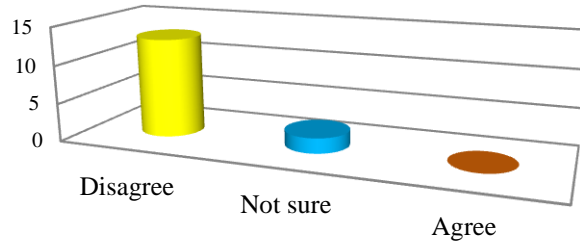
It can be observed that even if students are willing to use translation and to count on their mother tongue to learn and improve a second language, they do not totally rely on Spanish translation to learn. The word fortunately is used since the object of this study is not to imply that English should be taught through translation, but translation should be one more of the many techniques or tools used to teach a language.



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Figure # 14 Translation dependability

At this stage of learning, I cannot learn English without Spanish translation

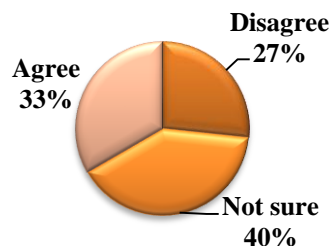


Source: Author

Regarding the statement which says everyone should use translation to learn English, the answers are very much even. Most participants are not sure of this affirmation, it might be that they know what can work for them but not for everybody else and are not ready to suggest that all students should do it. The rest of the students are divided between both ends agreeing and disagreeing.

Figure # 15 Translation: a must

I think everyone has to use Spanish translation at this stage of learning



Source: Author

When considering the style of the outcome they will produce if they translate from Spanish into English, the great majority of the participants affirm not to be sure about this issue. What is meant by style is the essence the outcome will

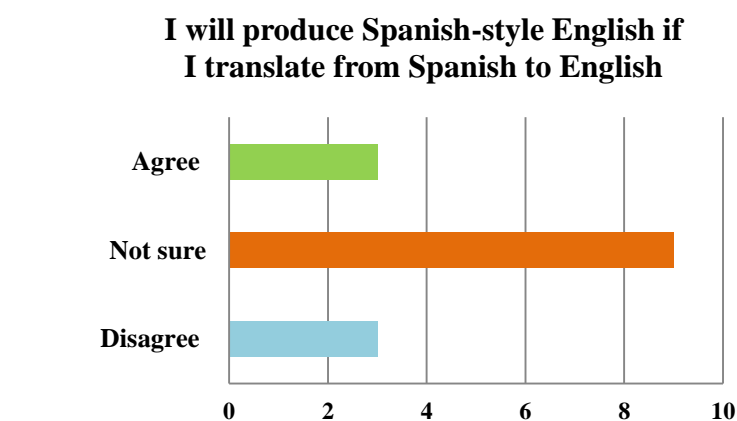
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have, in other words if the rendered translation will have the taste of its original language. The question of the style is not a very common one for the students who usually simply produce without considering if they did it Spanish or English like. The rest of the participants equally responded under the agree and the disagree columns. While three consider they will be able to surrender an English version of a Spanish original, other three believe their adaptations from Spanish into English will keep their Spanish taste.

Figure # 16 Spanish style English



Source: Author

It seems like the use of Spanish is acceptable when it comes from the students but not from the teachers. Students like to be engaged in a full English environment when the setting comes from their teacher. The teacher does not use translation but the students, and this is usually true. The translation activities are proposed by the teacher (usually in English) and are carried out by the students. Another reason for this might be learnt or cultural. A “good” English class is held 100% in English; this is what we have been used to hear, and it might work in most cases, in fact I myself consider this statement to be true as long as it does not hold us back in the teaching-learning process. Sometimes the use of the common mother tongue is necessary in the language classroom. There are times when there is not a correspondence between the two languages in question, and the use of the first language is in order. There are many cases when this might

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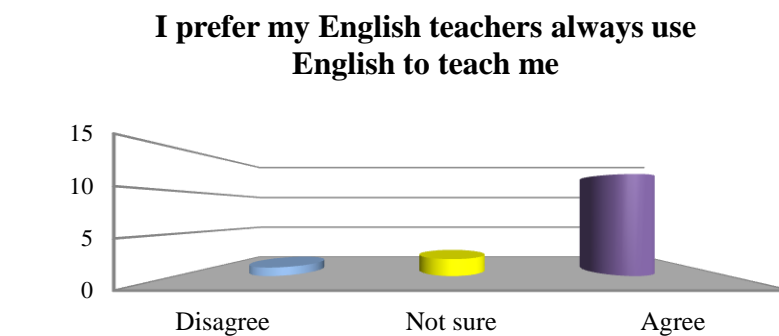
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happen, and the facilitators of the language should in fact facilitate the acquisition of the target language by providing all means possible, call these: translation, mimics, dictionaries, etc.

Figure # 17 English only lessons



Source: Author

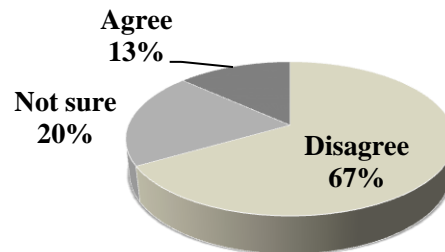
As the last question clearly reveals the participants in question have acquired a level where they do not refuse, reject or even feel pressure when asked to work directly in English. However, it is true, as we are going to see later on, that some students do find themselves, sometimes even unconsciously, using their mother tongue when they “should” be thinking directly in English. It is interesting to learn that even though students feel safe knowing they can count on their mother tongue when necessary, they are able to produce and comprehend directly in English, as it has commonly been hoped.



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Figure # 18 Pressure to think directly in English

I feel pressure when I am asked to think directly in English



Source: Author

After having analyzed what the students feel and believe about translation here in Cuenca, it is important to compare and contrast these results with those of the original application in Taiwan in order to analyze if some of the issues, such as culture or level of English, which were different in both places, play a role in the results gathered.

First let us remember that for the reapplication carried out in Cuenca not all the questions were used, but only those which were considered relevant for the present study, according to the level of the students and ignoring the statements related mostly with speaking.

On the whole the participants in Taiwan and the ones in Cuenca very much agree on the items related to translation as a tool to develop aspects such as reading, writing, vocabulary, grammar rules, idioms and phrases, but mostly disagree in all the questions related to “beliefs” about translation. A detailed explanation will be presented next.

“On the whole, the participants overwhelmingly believe that translating helps them acquire English language skills such as reading, writing, speaking, vocabulary, idioms and phrases” (Liao 201). These findings are exactly the same as the ones found in the study carried out in Cuenca, where a large number of

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students consider that translation plays an important role at the time of understanding texts, producing language by writing for instance, acquiring or remembering vocabulary, comprehending rules and structures and learning idioms from a different culture.

In this inventory there were other questions related more closely to what students feel or believe translation might or might not do for them, and how Spanish could interfere with their English acquisition. These were the questions where both studies revealed different results. This might be due the complete different cultures the inventories were applied in or to the different level of English knowledge the participants in each investigation had.

The differences that probably rely on the level of the students are as follow:

- The Taiwanese participants believe that the more difficult the assignment is, the more translation will help. Whereas the individuals in Cuenca feel the degree of the difficulty of the activity does not have anything to do with the use of translation. They feel they can use translation no matter the difficulty of the assignment, or on the contrary, that they could manage to undertake any assignment on any level of complexity without the employment of translation.
- Liao's students feel that because of their level of English (elementary) they cannot learn without translation. Unlike the Ecuadorian students who consider that translation is not a must in their language learning process. However, there is another question related to the same topic which asks about translation as a way to help students make progress in learning English; both investigations reveal that students either from Asia and South America do consider translation to help them acquire or improve their English. As a way to conclude this issue we can say that all students consider translation helps, but the ones from Cuenca do not believe they cannot learn without the aids of translation.
- One more aspect related to how much students rely on translation is the one that has to do with the amount of time they are able to save by the use

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of translation. Most Chinese students consider translation helps them finish their English assignments more quickly as well as to save time. A big amount of Ecuadorian students feel the same way; nevertheless, there is a considerable big number of students who are unsure and cannot decide if it is translation per se what is time saving.

- Regarding the issue of a class carried out, at least from the part of the teacher, 100% in English, the Taiwanese students affirmed they did not prefer this method, but some Chinese had to be included in the classes. On the other hand, students from Cuenca do prefer the classes to be 100% in the target language. In order to support this answer there are a couple of other questions closely related to this topic. The first being translation as an interference with the students ability to learn English well; and the second, translation as a preventer of the English input students should receive in class. Regarding the second concern, one more time Chinese students report they do not worry about the amount of English received during class time, unlike the students from Cuenca, for whom the input they receive during class is important. When considering the first aspect related to the interference translation may cause neither group thinks of translation as an obstacle to learn the target language.
- While the participants from Ecuador do not feel pressured to be asked to think or produce directly in English, students from Taiwan do.
- Related to the previous point, usually students who cannot or prefer not to think in the target language but to use their mother tongue, study English with the aids of their L1. This is the case of the participants from Taiwan who use translation to help them recall the content of a lesson when studying. This is not the case of the participants from Cuenca who affirm to be able to study and recall what they study directly in the target language.

Another important difference to take into account is how much culture interference students involved in both investigations feel is present while translating.



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- When translating into English participants from Cuenca do not believe they will produce Spanish-style English, but participants from Taiwan feel they will produce Chinese-style English. Rendering a translation where both the original and the version, do not take into account the difference in culture both languages might have, may be due to either a lack of knowledge of the target culture, or a limited knowledge of the target language which does not allow the student to adapt an original text to a translation that should model culture, content and context in the target language.

4.2 Descriptive analysis of the Inventory for Translation as a Learning Strategy (ITLS)

As in the case of the previous inventory participants were also asked to rate statements on a five-point Likert scale. After adding up the answers of all the participants and representing these on tables and graphs, it is time to analyze the use of translation as a learning strategy as well as the frequency of this strategy in everyday English acquisition process.

It is important to remember one more time that the statements were modified from the original inventory carried out in Taiwan, considering the level of the participants as well as the skills involved in the present study.



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Figure # 19 ITLS

Item description	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree
1. When reading an English text, I first translate it into Spanish in my mind to help me understand its meaning.	1	4	1	6	3
2. I read Spanish translations to help me better understand English articles.	0	2	5	5	3
3. After I read English articles, I use an available Spanish translation to check if my comprehension is correct.	2	3	0	10	0
4. To write in English, I first brainstorm about the topic in Spanish.	2	4	3	4	2
5. When I write in English, I first think in Spanish and then translate my ideas into English.	0	5	2	5	3
6. I write Spanish outlines for my English compositions.	5	3	3	4	0
7. When I watch English TV or movies, I use Spanish subtitles to check my comprehension.	1	3	3	8	0
8. I listen to or read Spanish news first in order to understand English radio/TV news better.	0	4	2	9	0
9. When speaking English, I first think of what I want to say in Spanish and then translate it into English.	1	5	0	9	0
10. If I forget certain English words or expressions in the middle of conversation, I translate from Spanish into English to help me keep the conversation going.	0	4	4	5	2
11. I memorize the meaning of new English vocabulary words by remembering their Spanish translation.	4	2	6	3	0
12. I learn English grammar through Spanish explanations of the English grammatical rules.	2	3	7	3	0
13. I use Spanish translation of grammatical terms such as parts of speech, tenses, and agreements to help me clarify the roles of the grammatical parts of English sentences.	2	0	4	9	0
14. I learn English idioms and phrases by reading their Spanish translation.	2	5	0	8	0
15. I use English-Spanish dictionaries to help myself learn English.	1	0	0	8	6
16. I use Spanish-English dictionaries to help myself learn English.	1	2	0	7	5
17. I use an electronic translation machine to help myself learn English.	0	5	1	6	3

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18. If I do not understand something in English, I will ask other people to translate it into Spanish for me.	0	3	2	10	0
19. I ask questions about how a Spanish expression can be translated into English.	0	3	4	8	0
20. When the teacher assigns English articles for reading, I work with others to translate them.	6	2	4	3	0
21. I practice mentally translating my thoughts from Spanish to English in various situations.	0	1	2	9	3
22. I take notes in Spanish in my English class.	2	5	4	4	0
23. I write Spanish translations in my English textbooks.	2	6	0	7	0
24. I try to clarify the differences and similarities between Spanish and English through translation.	0	2	5	6	2
25. When reading English, I try to grasp the meaning of what I read without thinking of Spanish equivalents.	2	1	3	8	1
26. When speaking English, I think of what I want to say in English without thinking first in Spanish.	0	1	7	6	1
Source: Liao, Posen. "Taiwanese Students' Beliefs about Translation and their Use of Translation as a Strategy to Learn English." PhD thesis. Austin: The University of Texas at Austin, 2002. 12-13.					

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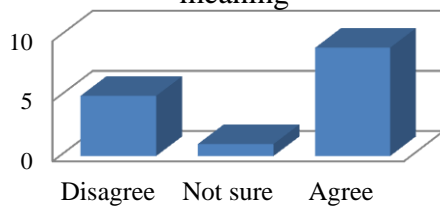


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Regarding reading, whether if it is before, during or after students' attempts to read any text, most students report using translation as a way to comprehend better the material they have in English. They either translate in their heads at same time they read or use available translation of the material before or after they read. Now, let us consider that the students in question belong to an advanced group; therefore it is important to ask why they rely on translation that much. There can be many reasons, one of them could be that even unconsciously students tend to feel more secure if they go back and check on their mother tongue, or it could be that they prefer to avoid mistakes or misunderstandings by making sure through Spanish translations. However, there is a considerable number of participants (33%) who either are not sure how they feel or disagree with the statements. The reason for this can be that they are secure enough of what they know, or they got used to doing it directly in English without any interference from Spanish.

Figure # 20 Translation in reading

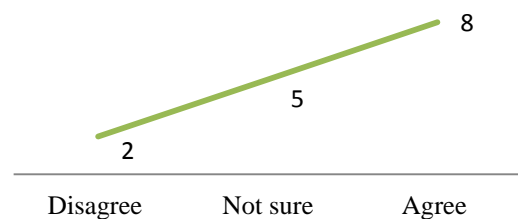
When reading an English text, I first translate it into Spanish in my mind to help me understand its meaning



Source: Author

Figure # 21 Use of available Spanish translation

I read Spanish translations to help me better understand English articles



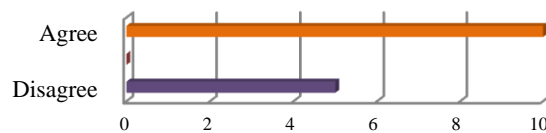
Source: Author



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Figure # 22 Use of translation to double check

After I read English articles, I use an available Spanish translation to check if my comprehension is correct



Source: Author

There is a slightly different type of reading, the one that relates to news, since the vocabulary involved is a little more specialized. The participants were asked if they read or listen to news in Spanish in order to understand English news better. Most students admit undertaking this practice to make sure they comprehend more easily and more quickly the news in the target language. This happens more frequently in specialized readings which usually contain technical or fancy lexicon.

Figure # 23 Translation in news

I listen to or read Spanish news first in order to understand English radio/TV news better



Source: Author

The statements regarding writing revealed very much the same results. Students usually brainstorm in Spanish, or even complete the whole assignment in Spanish before attempting to write it in English. If it is true that students might



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depend on their mother tongue for reading, which does not even involve production of any type, more much will it be true for writing, which in fact is self-production. Students who managed to arrive to this point in their second language acquisition are supposed to “think in English”; contrary to this affirmation we can see that students usually tend to think in their own language as a “habit” of using one’s native language for security or insufficient knowledge of the target language. Nevertheless, there are some students who report thinking directly in English.

Figure # 24 Writing: Spanish brainstorming

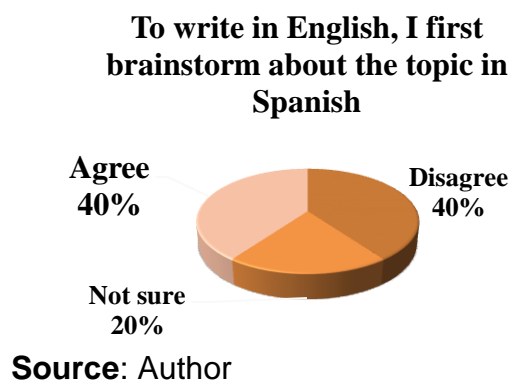


Figure # 25 Writing original Spanish ideas

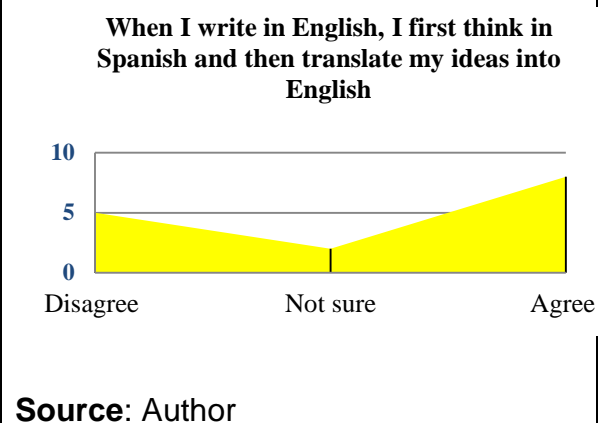
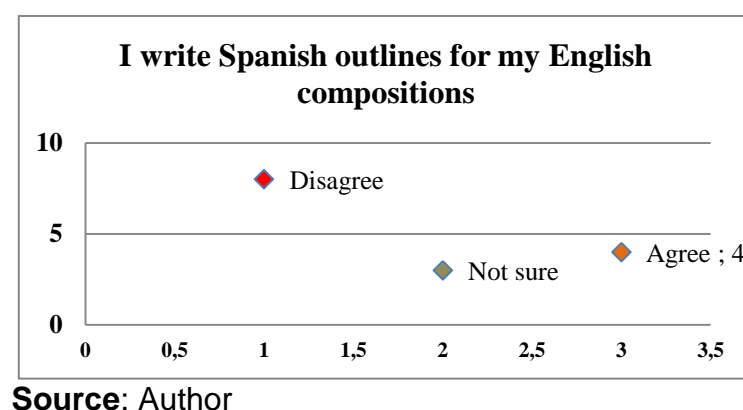


Figure # 26 Use of Spanish outlines



When the participants were asked if they first think in Spanish before speaking, or have the necessity of while reading having to think of Spanish equivalents, most

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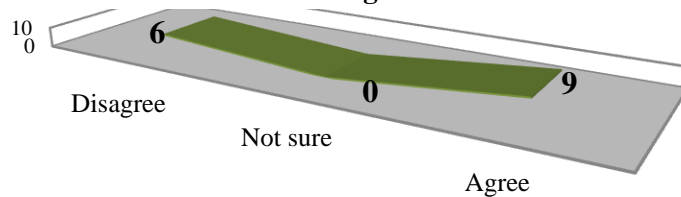


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of them answered negatively. This can mean that because of the level of this particular group of students they do not need to go through Spanish correspondences in order to grasp what it is written in English, or in order to produce in English.

Figure # 27 Speaking: Spanish original ideas

When speaking English, I first think of what I want to say in Spanish and then translate it into English



Source: Author

Captions or subtitles during TV shows or movies are so common that I would say that it is quite rare to find someone whose mother tongue is Spanish watching and English movie without the aids of subtitles. This is so common that most people even if they understand English perfectly, are not used to listening anymore but to reading. Unfortunately, students do not use these captions in the target language which would mean double input, but use them in L1 preventing them from practicing through exposure to various pronunciation patterns and in general from learning through listening. Although it was stated that aspects which were not directly involved with the purposes of this study were going to be left out of this inventory, this particular statement was considered to be relevant as a learning strategy students may use at the time of having the opportunity to use their mother tongue.

Eight out of the fifteen students admitted relying more on the subtitles than on their ability to listen; yet, four said they preferred to manage without the use of the mother tongue and affirmed they do not need to read the subtitles while watching TV in English.

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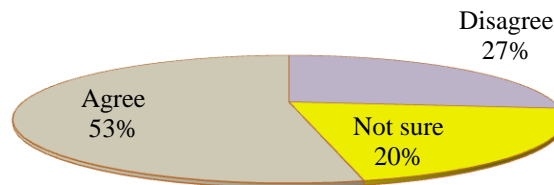
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Figure # 28 TV: use of Spanish subtitles

When I watch English TV or movies, I use Spanish subtitles to check my comprehension



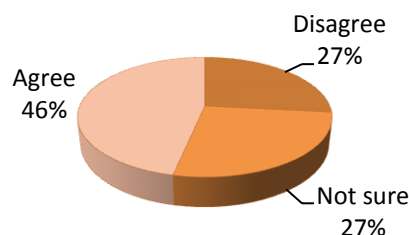
Source: Author

Taking speaking into consideration, as it is common to observe, many Spanish speakers of English take some time to produce speech due to the time it requires to change what is being thought in their minds in Spanish into words in English. This practice is also common in all the other skills such as writing, reading and even listening.

It can also happen that even if students carry out a conversation thinking in English, they would have to stop in search of some words or idioms which they have forgotten in order to think of them in Spanish and translate them into English to keep the conversation going.

Figure # 29 Conversation

If I forget certain English words or expressions in the middle of conversation, I translate from Spanish into English to help me keep the conversation going



Source: Author

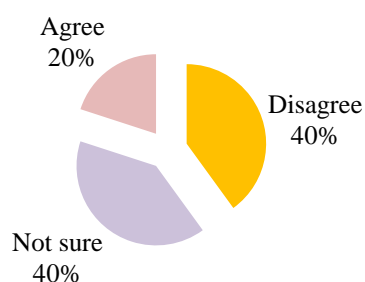


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Regarding the way the students learn or internalize vocabulary, only a few students affirm using translation for this purpose. Apparently most participants are not sure how this process takes place; probably they end up knowing and acquiring new lexicon without being conscious of the process. There is a larger number of students who do not use translation for this purpose than the number of students who do use it.

Figure # 30 Acquisition of vocabulary

I memorize the meaning of new English vocabulary words by remembering their Spanish translation



Source: Author

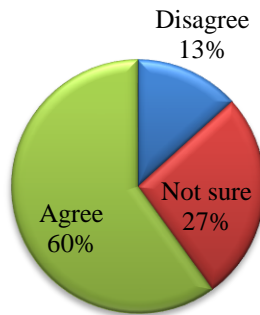
Contrary to the preceding results regarding vocabulary acquisition, when it comes to grammar especially in the sense of using translation to clarify the roles of the different grammatical parts of the sentences in English in each tense, students report making use of translation. This difference between the use of translation in vocabulary and grammar might be due to how the contrasts between both languages especially grammar wise can make students learn or recall new sets of rules.



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Figure # 31 Grammar terms

I use Spanish translation of grammatical terms to help me clarify the roles of grammar

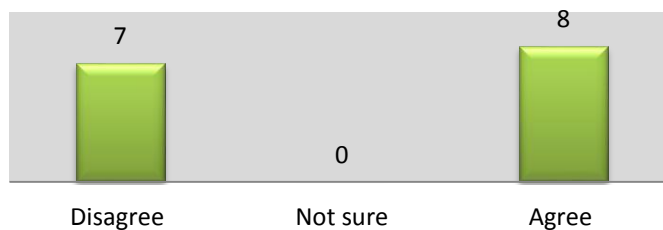


Source: Author

Regarding idioms or phrases, which do not exactly fit under the categories of vocabulary or grammar, it seems like half of the students rely on translation and half do not. As it was shown in the CA guide some idiomatic expressions are alike but others are totally different, and there are even some which are owned by only one language. It might be that for those expressions which are translatable, translation works out fine, unlike those expressions which only apply for one language, translation can lead to mistakes or meaningless versions.

Figure # 32 Memorization of phrases

I learn English idioms and phrases by reading their Spanish translation



Source: Author

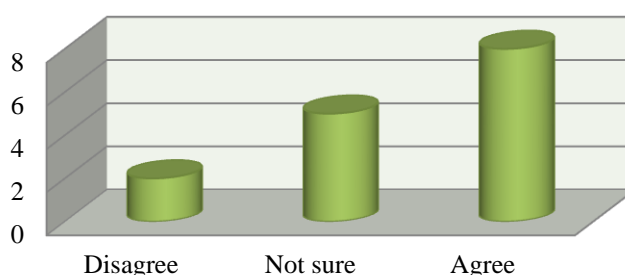


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Translation through the use of Contrastive Analysis is reported to be used by many students to try to clarify the differences Spanish and English. In other words, students admit comparing both languages at the time of translating to elucidate what is more appropriate.

Figure # 33 CA and translation

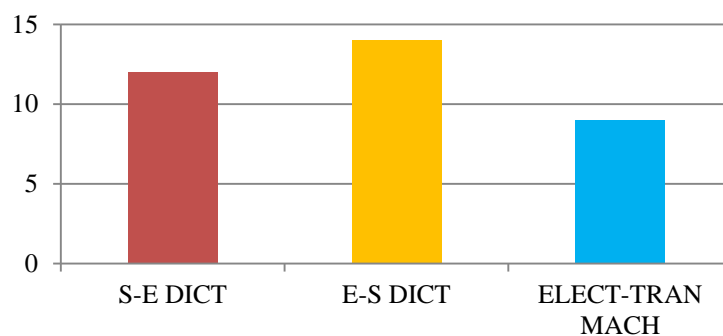
I try to clarify the differences and similarities between Spanish and English through translation



Source: Author

Concerning the use of English-Spanish dictionaries, almost all students affirm using them. The participants were also asked about the use of Spanish-English dictionaries, and this question also had a high recurrence of affirmative answers. According to this inventory the use of E-S dictionaries is a little more frequent than the use of S-E ones. The use of dictionaries is another form of employing translation, and as it is revealed here most students use either traditional dictionaries, online dictionaries or any electronic translation machine to help them out when something is not clear or unknown.

Figure # 34 Dictionaries



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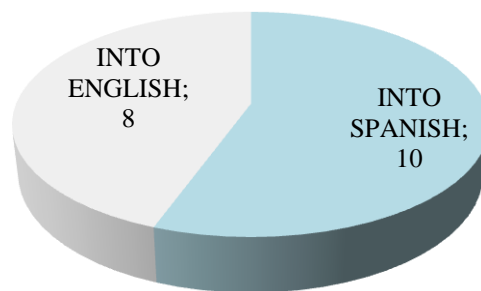


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Source: Author

In the cases where dictionaries are not available, or the amount of information is too big to be searched in a dictionary, most students report asking other people to translate into Spanish for them. This also happens to the students when they do not know how to say something in English. It is important to remember that these too count as translation.

Figure # 35 Asking people



Source: Author

As a way to improve the target language, a surprisingly high number of students state that they practice mentally translating their thoughts from Spanish into English in various situations. This is in fact a very good exercise, it would involve most of the characteristics why we had said inverse translation (L1 to L2) is a good technique to improve the second language since students are continuously putting themselves in the situation of having to decide what the best choice for what they are thinking is. The difference could be that the mental practice usually counts on a limited amount of time and memory, while the one done on paper can be thought over, corrected, reviewed, and it is written down in case we would want to change it for a better option. The situations where students can make use of this practice can include commands, recalls of conversations, dreams, plans, or simply day dreams.

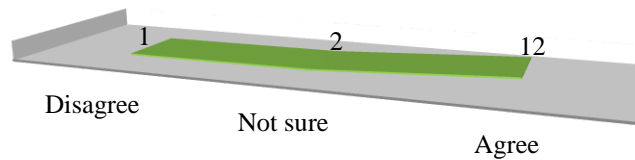
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Figure # 36 Mental translation

I practice mentally translating my thoughts from Spanish to English in various situations

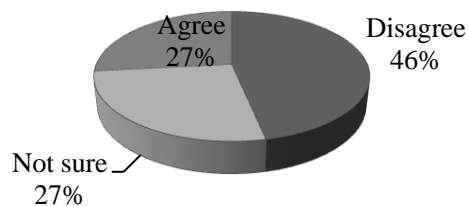


Source: Author

During class time advanced students report taking notes directly in English instead of having to do double work by doing it in Spanish and then having to translate into English. Also regarding the class period half of the students reported using Spanish written translations on their textbooks rather than English notes when something is unfamiliar to them. The other half might either write English definitions or no definitions at all.

Figure # 37 Spanish note taking

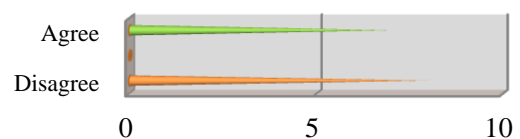
I take notes in Spanish in my English class



Source: Author

Figure # 38 Translation in textbooks

I write Spanish translations in my English textbooks.



Source: Author

As it was done with the first inventory, this too will be compared with the results from its original in Taiwan.

After reviewing the results from both applications, we can say that definitely less than half of the items of both inventories were consistent with each other. As



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in the case of the previous inventory the analysis will be carried out taking into consideration mainly the participants' English proficiency, which in most cases will be the reason why the answers were so different.

Firstly the answers which were consistent with Liao's investigation will be explored.

- In Cuenca as well as in Taiwan, students most frequently use translation to better understand readings either from texts or articles contained in the textbook. They carry out this task either by self-translation or by working with others to translate.
- Nevertheless, there is also the opposite case when students attempt to grasp the meaning of what they read without thinking of Chinese or Spanish equivalents. This is usually the case of higher level students.
- Students from both cities rely on translation at the time of speaking. There is the case of those participants who make use of translation for nearly everything they want to express; usually these students before attempting to communicate in the target language think in their mother tongue, and mentally translate what they want to express into English. And there is also the other case of those students who mostly communicate directly in English and use translation only for words or expressions which slip out of their minds at the moment of speaking, that is why they need to switch back to L1, think of the appropriate words and how to say them in L2 in order to keep the conversation going.
- Regarding the roles of grammatical terms, how and when to use them, translation helps the participants from both places clarify and understand their correct use.
- Culture comes one more time into play when it comes to expressions, Taiwanese students as well as those from Cuenca; ask around how certain idioms can be translated into English.
- Contrastive Analysis is employed by a reasonable number of students from both places through the search of clarification of the differences and similarities between L1 and L2.



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Next, the incompatible points between both researches will be analyzed:

- Unlike to what happened with reading, for writing the participants from Cuenca do not seem to need the aids of translation and affirm they can produce directly in the target language. However, the participants from Taiwan do make use of this strategy. They affirm brainstorming about the topic in Chinese and even writing complete Chinese outlines to later translate their ideas and write them down in English.
- Contrary to what was expected due to the level of the students, the participants from Cuenca affirm they like to find out first what is going on news wise in Spanish before learning from them in English. As it was discussed earlier this might be due to the difficulty of the lexicon sometimes found in news; another reason could be that listening directly to radio or TV news is challenging since the accent is always different from the one they are used to and besides listening and comprehending is in fact recognized by students themselves as one of the most difficult skills.

Surprisingly, the Taiwanese participants, in spite of their level, affirm most of them do not have to go through Chinese news first but they listen directly to news in the target language. The reason for this is not clear. It might be a disciplinary or cultural issue.

- Regarding memorization of vocabulary, the Spanish speaking students state they do not make use of translation as a technique to remember new vocabulary, unlike the Taiwanese speaking participants who report in a really high number making use of this technique. One more time, we can interpret this by holding the level to be responsible.
- China being one of the biggest gadget producers, it is no surprise that its inhabitants make more use of technology than traditional sources of information such as dictionaries. This is revealed in the questions regarding the use of dictionaries or on the other hand the use of electronic translation machines which, obviously by the amount of the students who prefer its use, are the favored ones over dictionaries. Opposite to this case, is the

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- one from Ecuador, where the students still use more the traditional dictionaries over the electronic ones. This difference is of cultural nature.
- One of the signs that predicts students are on their way to becoming bilingual is the fact of willing to begin using the target language as much as they can. Ecuadorian students report mentally translating their thoughts from Spanish into English in various situations, unlike the students from China who are not in this stage yet.
 - Another difference that is probably due to the level is the use of L1 translation while speaking. The Spanish participants, at least in a moderate number, affirm communicating verbally directly in English without having to recur first to Spanish. This is not the case of the participant from Taiwan, who do think first in Chinese before speaking in English.
 - Similarly, while reading Taiwanese students do not attempt to grasp the meaning of what they read without thinking of Chinese equivalents. Unlike those participants from Cuenca who in an important number do not refer back to Spanish to understand what they are reading in English.
 - While in English class, the students from China take notes in their mother tongue distinct from the students in Ecuador who, at least for the most part, do it directly in English. One more time this too is probably due to the level.

After having analyzed and attempted to interpret the similarities and differences of answers got in Cuenca and in Taiwan, let us analyze some other points obtained through the survey.

- When writing in English, even if the most part of the students do it first in Chinese and then translate it into English, not quite the same high number do the same in Spanish, but slightly more than half do, therefore it is an important quantity worth mentioning. Students might be undertaking this practice since producing in their L1 to later translate to L2 is much easier. It is a common feeling among students to have the impression of running out of ideas if writing directly in the target language.



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- If students in Cuenca use subtitles when watching TV, the ones from Taiwan do it even more. As it was discussed before, this practice is carried out either because the level of English is not advanced enough to understand what is being said, or because students like to make sure that what they are understanding is really what is being said on TV.
- One more time translation is more used by Liao's students than by mine when learning English idioms or phrases. Nevertheless, it is important to note that the participants from Cuenca also make use of this technique in an important amount.
- A practice that is more common among the students in Cuenca than those in Taiwan is the openness to feel free to ask around when something is not clear. The Taiwanese students also ask people for some translations if they did not understand something, but in a smaller number. The reason for this might be that the level of the Ecuadorian participants allows them to understand very much everything, leaving few things that could remain unclear and could become answerable by other people. This does not happen with the participants from China, who because of their level do not understand as much as the ones from Ecuador, remaining with so many questions to ask that it could even be overwhelming.

The following analyses consist on the surveys and the interview which were elaborated exclusively for this study. The present investigation had as the main objectives to discover the role of translation as a technique to be used for improving the already advanced level of some students as well as to discover the importance of CA to attain more reliable and more profound understanding of the language difference, not only with the purpose of translating more accurately but also of understanding the language better. These two points had surveys of their own to try to find out the students' reactions towards them. Both surveys were backed up by a personal open interview through which students were able to express themselves regarding the experience they went through.

4.3 Descriptive analysis of the Translation Theory Survey

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Figure 39 will provide a whole vision of the results gathered in this survey. After the table an individual analysis of each question will take place.

Figure # 39 Translation Theory Survey	
1. When translating you:	
1	a. Translate word-for-word
13	b. Translate sentences
1	c. Translate bigger units of meaning such as paragraphs
2. For learning purposes which directionality of translation do you consider best:	
1	a. Direct translation (L2 to L1)
14	b. Inverse translation (L1 to L2)
3. How familiar should the translator be with the source culture:	
7	a. Totally familiar
8	b. Familiar enough
0	c. A little familiar
0	d. Culture has nothing to do with translation
4. Translation should be used as a technique in advanced levels for improving and mastering ESL	
7	a. Strongly agree
7	b. Agree
1	c. Not sure
0	d. Disagree
0	e. Strongly disagree
5. If you were to translate a text, and be accredited for it, would that purpose make you try harder?	
6	a. Strongly agree
8	b. Agree
1	c. Not sure
0	d. Disagree
0	e. Strongly disagree
6. When translating which do you pay more attention to:	
2	a. A grammatically correct text.
12	b. The content of the text (keep the message the same).
1	c. Small structures and details (you do not want to leave anything out).
1	d. The vocabulary (you want to find the right equivalent for each word and expression).
7. Did you read the whole text before attempting to translate?	
5	a. Yes
10	b. No
8. Most students once they have reached the advanced level feel they master the language. Did translation make you realize there were still some aspects to learn or improve?	
8	a. Yes, many

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7	b. Yes, a few
0	c. Not really
0	d. Definitely not
Source: Author	

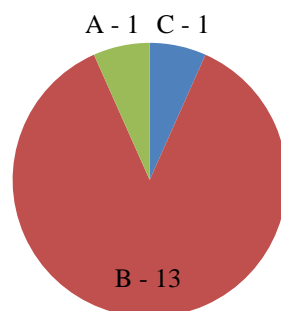
As the table shows, thirteen out of the fifteen students affirmed that they translated the presented text sentence by sentence; only one did it word by word, and another one translated bigger units of meaning such as paragraphs. The technique of attempting to translate by sentences is one of the most common ones as well as the best ones, but after having an overall idea of the complete text. When the translation is done by sentences, the translator is able to look at all the components of the unit of meaning, being capable of extracting the content, as well as the context, and sometimes even the style and tone of the original, and this way facilitating their target, achieving a reliable translation.

Figure # 40 Units of meaning

1. When translating

you:

a. Translate word-for-word	b. Translate sentences	c. Paragraphs
1	13	1



Source: Author

Going back to what was stated in chapter 1, for our purposes translation was divided into two types, direct and inverse translation. Direct translation being the

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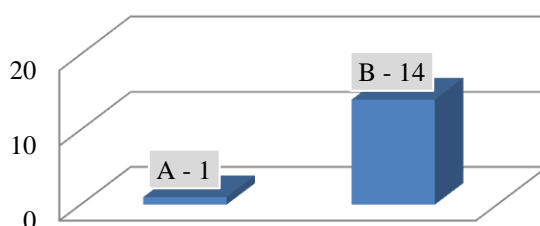
one that goes from the target language into the first language (L2 to L1), and inverse translation the one that goes from the mother tongue to the second language (L1 to L2). Each one serves a different purpose. The direct translation is the preferred type when undertaking professional translation, that is to say translation is a profession per se. But when the object is to learn or improve a language, that is when the inverse translation comes into play. The reason for this is that students do not know everything about the target language therefore they have to make an effort in trying to come to the best choice in grammar, vocabulary, structure, etc.

Since the purpose of the present study is to teach students English and not translation as a profession, students answered accordingly to what was expected to the question which referred to the best directionality of translation for learning purposes, fourteen out of the fifteen students answered that the best choice was the inverse translation.

Figure # 41 Direct/inverse translation

2. For learning purposes which directionality of translation do you consider best:

a. Direct translation (L2 to L1)	b. Inverse translation (L1 to L2)
1	14



Source: Author



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Every author writes within a cultural environment. Culture very much shapes the type of vocabulary, phrases, idioms and topics a person chooses to write. This is why students of a second language should be familiar with the culture of the target language; this will probably make the learner understand more easily how another language might work. It is also important to know about culture, to learn when something is proper or not, whether what I am about to use is offensive or rude or impolite.

One of the questions of the survey included a culture related issue. All of the participants agreed that the student translator should be either totally familiar or familiar enough with the culture the original text comes from. Fortunately, due to many factors such as TV, the Internet, the possibility to travel abroad to English speaking countries, among many other reasons, it is not too difficult for our students to be familiar with American culture or other English speaking countries culture. Due to this familiarity translators are capable of producing culturally trustworthy versions of an original text written in a language totally familiar to the students.

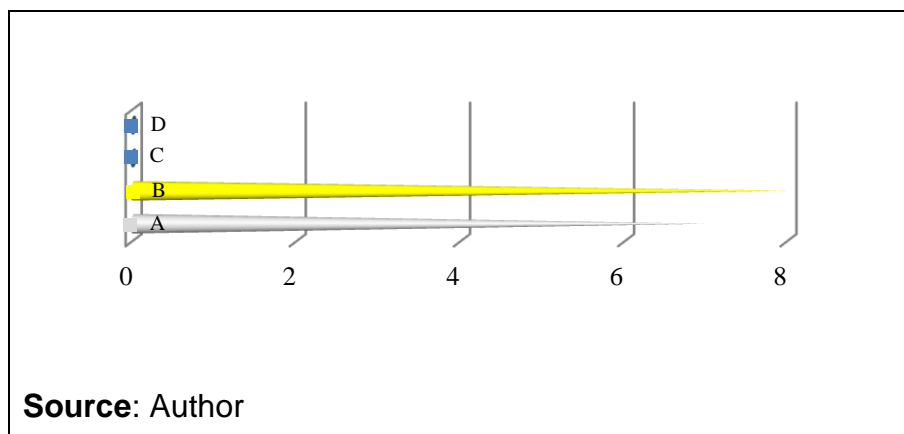
Figure # 42 Culture

3. How familiar should the translator be with the source culture:

a. Totally familiar	b. Familiar enough	c. A little familiar	d. Culture has nothing to do with translation
7	8	0	0



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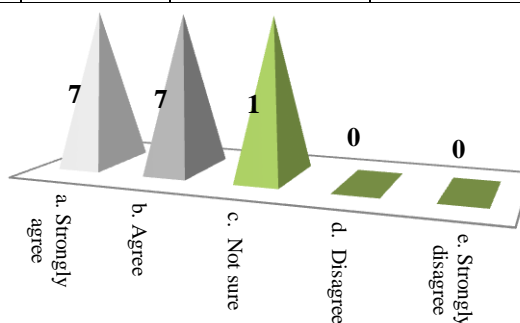


As it is the proposal of this thesis, translation is not meant to be treated as the only way to acquire a language but simply as one more technique to improve and master a L2. Accordingly to what was expected fourteen out of the fifteen participants agreed to this statement.

Figure # 43 Translation as a technique

4. Translation should be used as a technique in advanced levels for improving and mastering ESL

a. Strongly agree	b. Agree	c. Not sure	d. Disagree	e. Strongly disagree
7	7	1	0	0



Source: Author

It is almost a law that all activities that are carried out with a purpose are more likely to be successful. This is true in all aspects of life and the acquisition of a second language is not an exception. Learning or improving a L2 through a purposive translation gives meaning to the activity students are undertaking. As it



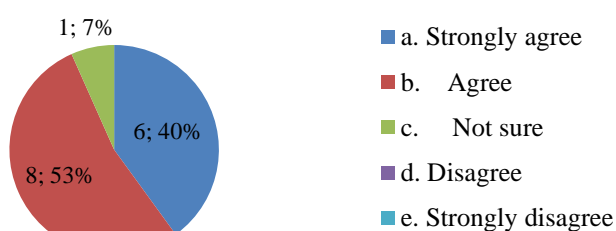
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was mentioned earlier, the idea of including translation as a technique in the English learning class room was born, in the researcher's case, after some groups of advanced learners felt they did not have anything else to learn. I, as their teacher, chose a motivational Spanish book full of stories and gave them some of these to translate. As a result they ended up editing a book fully translated by themselves. This purpose of having a book they considered their own, translation wise, made them try harder. This experience is consistent with the answers the students gave to the question "If you were to translate a text, and be accredited for it, would that purpose makes you try harder?" to which all students answered affirmatively.

Figure # 44 Purposive translation

5. If you were to translate a text, and be accredited for it, would that purpose make you try harder?

a. Strongly agree	b. Agree	c. Not sure	d. Disagree	e. Strongly disagree
6	8	1	0	0



Source: Author

There are as many translation approaches as there are personalities. Some people are very grammatical, some are more into details, some are very lexical, others care more about the content than the form. All of these aspects are important when translating, especially when translating in order to learn or improve a language, since all these features are included and are difficult to express correctly in another language that is not their own. However, may be because of their level most students (12) considered that, the content, the message of the text

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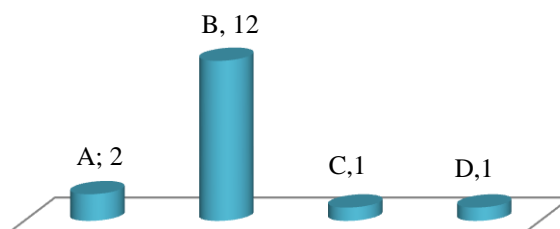
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should be kept the same. It might be that for them grammar or vocabulary is not a big issue any more and now that they have overcome that part of the language they can focus on using that language to try to render a trustworthy translation by keeping what the author intended to say in Spanish as closely as they can in English, or because the fact that communicating ideas and thoughts is more important now than being faithful to form.

Figure # 45 What is important

6. When translating which do you pay more attention to:

a. Gram mar	b. The content.	c. Details.	d. Vocabul ary.
2	12	1	1



Source: Author

As it is known when a text is presented to be translated, students rarely go through the whole text before attempting to present a version of it. This full revision would enable them to get the whole picture of the text, the content, the context, the style and even the tone of the original work.

What students usually do is read a sentence if not a word and produce to translate only that unit of meaning, losing sometimes the essence of the author's intention.



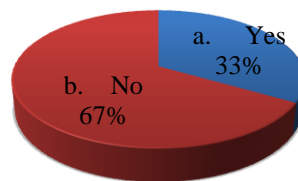
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Figure # 46 Reading for a general idea

7. Did you read the whole text before attempting to translate?

a. Yes	b. No
5	10

Did you read the whole text before attempting to translate?



Source: Author

Regarding the topic mentioned earlier, the feeling of having conquered L2 once reaching an advanced level, through translation students realize there are many things they do not know how to express in a proper manner. When the participants were asked whether they thought translation made them realize there were still some aspects to learn or improve, all of them answered affirmatively.

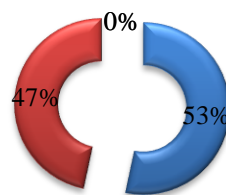


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Figure # 47 Necessity to improve

8. Did translation make you realize there were still some aspects to learn or improve?

a. Yes, many	b. Yes, a few	c. Not really	d. Definitely not
8	7	0	0



- a. Yes, many
- b. Yes, a few
- c. Not really
- d. Definitely not

Source: Author

4.4 Descriptive analysis of the Contrastive Analysis Survey

As it was defined in chapter 2, Contrastive Analysis is the study of two languages in order to find equivalences or differences between them, to take advantages of them and know when the two systems work the same or are opposite.

Let us remember that some Contrastive Analysis lessons were given to the participants along with a Contrastive Analysis guide, to make them aware of the similarities and differences between English and Spanish, and how sometimes some structures are alike and others are totally different.

In order to have an holistic picture of what was obtained through this survey, figure 48 is shown bellow, and afterwards a graphic of each question with its respective analysis and interpretation.



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Figure # 48 Contrasting Analysis Survey	
1. Contrasting L1 to L2 makes the learning of L2:	
13	a. Easier
0	b. More difficult
1	c. Confusing
1	d. Enlightening
2. Do you consider that Spanish and English have basically the same structures?	
0	a. 90% of the time
5	b. 75% of the time
5	c. 50% of the time
4	d. 25% of the time
1	e. Less than 10%
3. When communicating in English, you care about:	
7	a. Getting the message across, with or without mistakes, after all what is important is to be understood.
8	b. Communicating as correctly as possible, even if you don't say much, what you say you want to say it correctly.
4. When working in English, what aspect(s) represent(s) the biggest challenge:	
3	a. The need to use certain words that you would not use in Spanish. For instance, the subject, auxiliaries.
0	b. The somehow fixed order of the adjectives.
3	c. The many uses of "ing" (in verbs, nouns, adjectives)
4	d. The conditionals (especially 2nd and 3rd)
2	e. The prepositions in, on, at.
3	f. Phrasal verbs
1	g. Some expressions such as: idioms, proverbs, cognates
3	h. Punctuation and capitalization
1	i. Some special uses of the possessives
0	j. Others.....
5. Advanced learners of English would benefit from advanced Contrastive Analysis lessons	
6	a. Strongly agree
8	b. Agree
1	c. Not sure
0	d. Disagree
0	e. Strongly disagree
Source: Author	

The first question of this survey had to do with the relationship between CA and the learning process. Among the alternatives presented to the students to choose from were, CA makes the learning of L2 *easier, *more difficult, *confusing or *enlightening. Only one participant believed CA made it confusing to learn or

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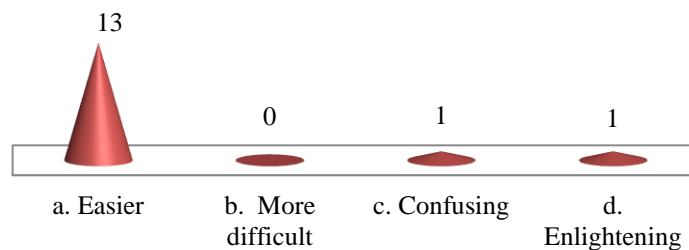
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improve L2. All the other 14 students thought CA either made it easier or enlightening to learn English.

Figure # 49 Benefits of CA

**1. Contrasting L1 to L2 makes the
learning of L2:**

a. Easier	b. More difficult	c. Confusing	d. Enlightening
13	0	1	1



Source: Author

In order to have a support for the previous question, the participants were asked about their opinion on how similar the structures of both languages are. The answers to this question were very diverse. Even though, no one considered the structures of the languages were too similar, one believes they are quite different, having less than 10% in common. The rest of the responses were equitably distributed among the structure being 75, 50 or 25% the same. This answer can represent a lack of knowledge, or a lack of awareness of how similar these languages can be. Once again, here is where CA could be of great help.

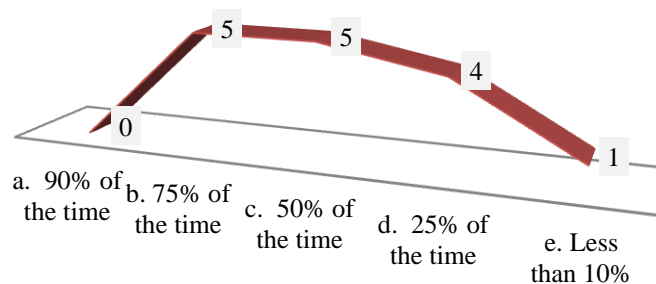


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Figure # 50 English vs. Spanish structures

2. Do you consider that Spanish and English have basically the same structures?

a. 90% of the time	b. 75% of the time	c. 50% of the time	d. 25% of the time	e. Less than 10%
0	5	5	4	1



Source: Author

When communicating in English, slightly more than half of our Spanish speaking participants try to do it as correctly as possible even if that means having to express less than desired, in other words they just express what they are sure is correct. On the other hand, the other half care more about getting the message across, no matter the mistakes. This difference in opinion can be due to personality, since students are deliberately choosing how to express their ideas, some are more into details, perfectionist, and others are more practical and do not care about conveying a perfect work, but only about being understood.



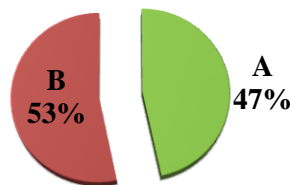
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Figure # 51 Message

3. When communicating in English, you care about:

a. Getting the message across, with or without mistakes.	b. Communicating as correctly as possible.
7	8

When communicating in English, you care about



Source: Author

After more than thirteen years of experience teaching English, and many of those years to advance level students, and also after having reviewed many times all the translations that resulted in the books translated by the students in Catalinas, I came up with a list of the most frequent mistakes advanced students make, especially challenging grammatical features. These features include *the use of certain words not necessary in Spanish such as the subject or auxiliaries (3 students choose this option). *The somehow fixed order of the adjectives (0). *The many uses of ing, for verbs, nouns, adjectives (3). *The conditionals, especially the 2nd and 3rd (4). *The prepositions in, on, at (2). *The phrasal verbs (3). *Idioms, proverbs and cognates (1). *Punctuation and capitalization (3). *Special uses of the possessives (1). It is important to consider that the participants had the alternative of choosing more than one option. Another important consideration is that some students are not familiar with the names of the grammatical structures; this might have prevented the participants from answering accordingly to expected. Nevertheless, from the point of view of the communicative approach students should not be aware of the grammar they are acquiring, much less of the

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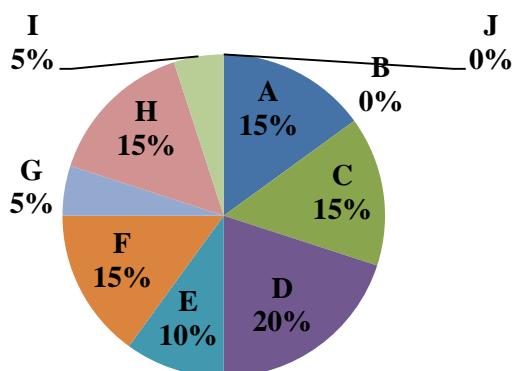
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names of the structures they learn. According to this approach students should acquire L2 the way they did with L1, they were never conscious of the grammatical aspects, they just communicate.

Figure # 52 Greatest challenge

4. When working in English, what aspect(s) represent(s) the biggest challenge:

a. Subj, aux.	b. Adj .	c. “ing ”.	d. Con dit.	e. Pre p.	f. Phr. verbs	g. Idiom s.	h. Punct. and capital.	i. Poss es.
3	0	3	4	2	3	1	3	1



Source: Author

As a last question in this survey students had to answer whether or not they, as advanced students of English, consider CA in also an advanced level would be beneficial for them. Apparently all of the participants took advantage of the CA lessons and thought they were useful since all of them, except for one who is not sure, consider that the comparison and the contrast between Spanish and English is positive when improving L2.

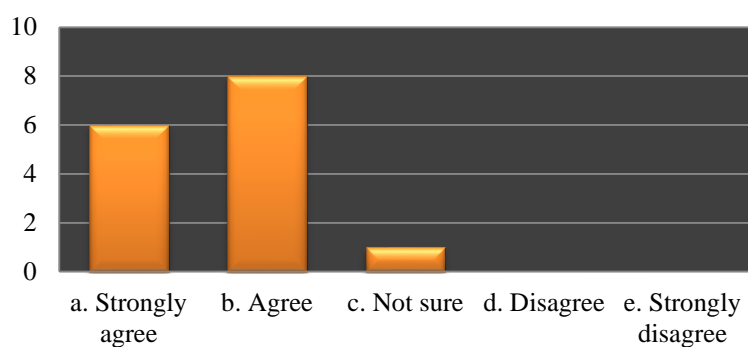


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Figure # 53 CA lessons

5. Advanced learners of English would benefit from advanced CA lessons

a. Strongly agree	b. Agree	c. Not sure	d. Disagree	e. Strongly disagree
6	8	1	0	0



Source: Author

4.5 Descriptive analysis of the personal interview

The interview was the last step in the whole process, it was carried out after the pre and re-tests were over, after the lessons about CA and translation techniques finished, and after having completed the other four inventories and surveys.

The interviews turned out to be a very revealing source, besides reinforcing what was obtained through the other data gathering techniques, the interview provided with a great deal of valuable information.

The prearranged guiding questions contained in the interview gave the researcher the opportunity to prevent students from straying away from the path chosen by the researcher. On the other hand the questions were open enough to give the students freedom to contribute with thoughts of their own.

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The analysis and interpretation of the interview will be carried out based on the open questions asked by the researcher, and adding all the elements which came freely from the students.

The answers to the seven questions contained in the interview are tabulated and plotted bellow. For the table as well as for the graphics, the answers were classified under the most common categories that turned out from the answers.

Figure # 54 Personal Interview	
1. How did you translate the story?	
2 a. Translate word-for-word	
13 b. Translate sentences	
2. Did you use any tools? (Dictionaries, online references, etc)	
12 a. Yes	
3 b. No	
3. Was there any difference between the pre and the re-test?	
15 a. Yes	
0 b. No	
4. What do you think about translation?	
15 a. Good	
0 b. Bad	
0 c. Not sure	
5. Has your opinion about translation changed after this experience? How?	
12 a. Yes	
0 b. No	
3 c. Still good	
0 d. Still bad	
6. When do you translate or use your mother tongue? Give examples	
8 a. During English class	
6 b. Speaking	
4 c. Reading	
2 d. Writing	
1 e. While watching TV	
7. Do you find Contrastive Analysis useful? How?	
13 a. Yes	
2 b. No	
Source: Author	



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Question 1. How did you translate the story?

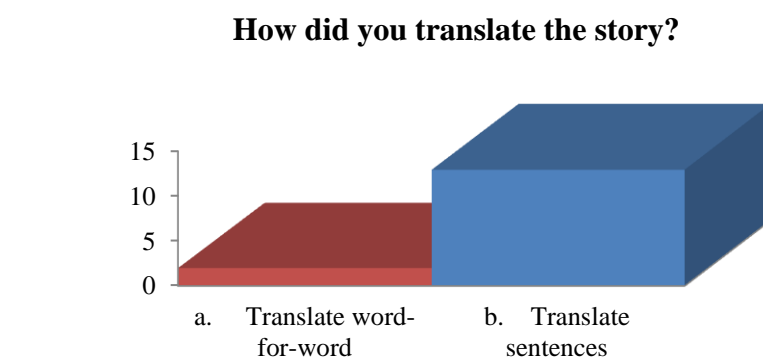
The answers to this question were mostly related to the size of the units of meaning they took to translate. The great majority of the participants affirmed working with sentences, and only a few of them said they did it word by word.

They reported having read the sentences, and afterwards having translating them into their correspondences in English trying to find adequate words to replace the Spanish originals.

Some participants mentioned having translated ideas, which do not necessarily mean sentences. Others brought up the idea of the context by saying they attempted to keep it inside the translated sentences.

However, they did mention not having reviewed the whole text prior to undertaking the translation; they stated they had learned about that after the imparted classes.

Figure # 55 Translation techniques



Source: Author

Question 2. Did you use any tools? (Dictionaries, online references, etc).

Most students answered affirmatively. It is important to remember that the participants translated the texts by working on computers. Therefore, the tools

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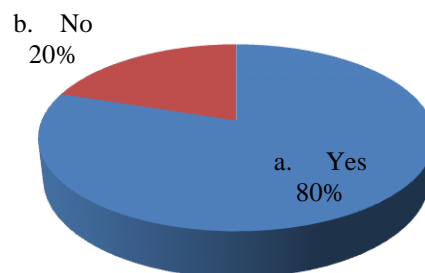
which they reported using the most were in first place the Microsoft Word's translator, as well as the synonyms, the orthography and grammar revision tool and obviously the auto correction. In second place we have the use of the internet translators and dictionaries, and finally in third place the traditional dictionaries. The students who made use of any of these tools, stated they did it mostly for a few words (4-5 words), and only few students said they used it for more.

There were a few participants who did not make use of any tools. The reason for this was probably that they did not count on any tools, or did not know how to use the ones that come in the computers, or simply were not interested in either the tools or the result of the task. It can even depend on the individual's background.

By definition we are not a culture of books, usually do not take the time to consult words on dictionaries or any other reference book, we like things fast and easy, and it is easier and faster to make up words or to leave a space on the place the unknown word would be.

Figure # 56 Use of tools

Did you use any tools? (Dictionaries, online references, etc)



Source: Author

Question 3. Was there any difference between the pre-test and the re-test?

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Absolutely all the students considered there was a difference between the first time they attempted to translate and the second.

- They considered the classes to be very useful; they even mentioned having been helped by the “advice” (CA and translation techniques lessons).
- They also mentioned they were able to realize where the mistakes were and correct them the second time.
- They stated it was easier the second time and they even did it faster.
- Some of them answered that what they tried to change the second time was an attempt to achieve a parallel structure and a better composition.

Figure # 57 Pre and re-tests

**Was there any difference between the pre
and the re-test?**



Source: Author

Question 4. What do you think about translation?

When students were asked to give their opinions about translation, all of them without exception coincided that translation is good. Among the reasons they gave, we have the following:

- It forces them to write better.
- It helps improve vocabulary.

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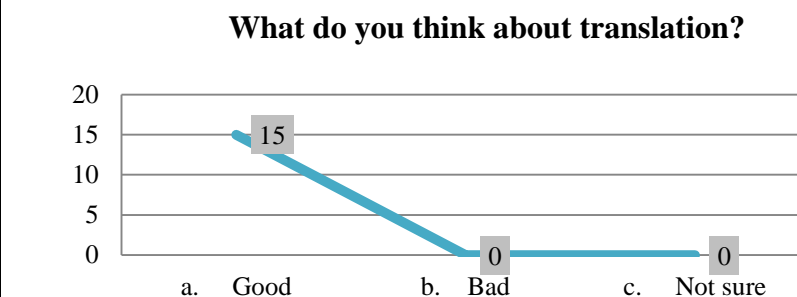


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- It is a good option at the time of choosing a technique to help learn English.
- It is still better if the translation is reviewed and redone.
- It is a basic and necessary tool.
- It demands effort.
- It is important, interesting and useful.
- It helps students realize there is much more to learn.

These reasons given by the students themselves match perfectly with many of the motivations that inspired the researcher to carry out this investigation.

Figure # 58 Opinion of translation



Source: Author

Question 5. Has your opinion about translation changed after this experience? How?

After reviewing and studying the interviews, some options to classify answers were created with the purpose of having the necessary data to tabulate.

The created options were:

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- Yes, my opinion has changed
- No, my opinion has not changed
- My opinion about translation is still good
- My opinion about translation is still bad

All students have a positive opinion about translation, either if this became good after this experience or if it was always good.

At the time of answering this question the participants contributed with some of the reasons why they consider their opinion about translation has changed after undertaking this translation project.

- They said through translation they realized what they knew or did not know.
- They also were able to realize the mistakes they use to make.
- For them translation is a good and fun way of learning.
- They think of translation as a good method to improve their level of English.
- They stated also that the way they used to undertake translation in the past was from English into Spanish. But now that they tried this new way, their opinion changed positively since they consider it is a fine method.
- Finally some of them mentioned that they also enjoyed the activity because the text was fun and interesting.

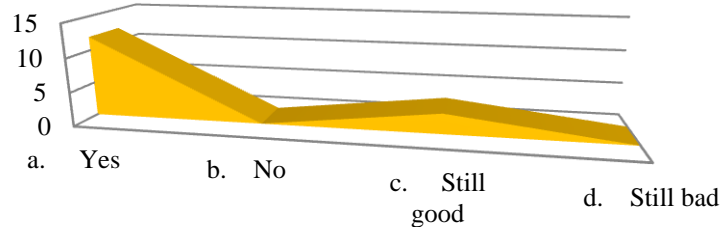
It is good to learn that students have a positive attitude towards translation and that they would even be willing to adopt it as a technique among the many others used inside the English classroom. It was clear they discovered and appreciated its benefits especially in the sense that it can make them improve or learn advanced aspects of English.



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Figure # 59 Post experience opinion

Has your opinion about translation changed after this experience? How?



Source: Author

Question 6. When do you translate or use your mother tongue? Give examples.

When the interviewees were asked this question, it was not completely clear what the interviewer meant and that is why the question had to be clarified by placing them inside of one of those situations. The question was further explained by telling them that usually the English class is “supposed” to be carried out in the target language, and they were asked if they ever found themselves thinking in Spanish or using their mother tongue in any situation that should involve English.

Only two students denied making use of Spanish when they were supposed to be working in English. They affirmed that if they had to read, write, speak or even watch TV they would do it directly in the target language. This case might be interpreted as being the case of two really advanced students who have been exposed to the language long enough to be able to work completely in English without any interference from Spanish. Or it could also be that sometimes the intrusion of the mother tongue is so unconscious that these students might not be aware.

All the rest of the students admitted using their mother tongue at least sometimes. It is important to mention here that many students after having

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admitted using Spanish when English was in order, pointed out that they are aware they should not do it.

The activities where the interference of Spanish was present are mentioned below and will be stated in order of recurrence:

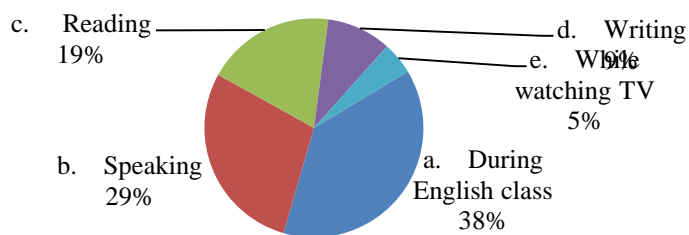
- During English class, especially during teachers' explanations students would find themselves translating them into Spanish.
- At the time of speaking, they affirm they first think in Spanish and then translate into English.
- While reading and writing.
- While watching TV.

Some students also mentioned that they used to undertake this practice more often when they were in lower levels and that they have noticed that sometimes if they translate the context changes.

Figure # 60 Situations to use translation

When do you translate or use your mother tongue?

Give examples



Source: Author



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Question 7. Do you find Contrastive Analysis useful? How?

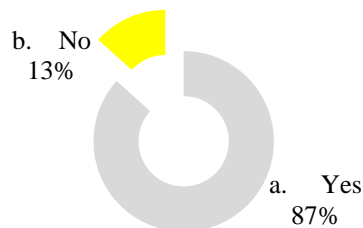
The great majority of the students found CA helpful, among the comments and advantages they mentioned:

- It would be good to have it as a school subject.
- It is important to know and compare both languages to understand them better.
- The culture the languages come from informs us a great deal about them, and their comparison is very enlightening.
- If the differences between both languages are clear it will be easier to translate.

The participants who do not consider CA to be useful, say it is because it is confusing, because each language is unique and there is no reason to compare them.

Figure # 61 CA: useful

**Do you find Contrastive Analysis useful?
How?**



Source: Author

After having analyzed the surveys, the inventories and the interview, it is time to proceed with the actual translations, how they were applied and what was discovered through them.



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4.6 Analysis of the translations in the pre and re-tests

The selected story to be translated, Happiness is the way, from the book, which hold a compilation of stories, *La culpa es de la vaca*, consists of approximately 330 words which for its most part are of daily use, and were thought to be familiar to the study participants in the target language, especially considering their level. However, when selecting the story a careful study was done to make sure it would test the students on some important and basic use of vocabulary, spelling and general use of grammar.

The following analysis and interpretation will consist mainly on the comparison between the test, which was the original application, and the re-test, which consisted on the second application of the same story.

It is important to begin by comparing and analyzing some issues that took place during the application time. First of all, the time students spent working on the first and second drafts was very much similar. The first occasion students were presented the story (from now on pre-test), it took them in average 35 minutes to complete the translation task; very similar to the 30 minute period which was spent to work on the re-test.

Probably during the pre-test students spent most of the 35 minutes, organizing ideas, looking for English equivalents, brainstorming, looking up words in the dictionary, trying to maintain the context, deciding what grammatical structure is the most appropriate one, etc. While probably, during the re-test they went over what they had already written but this time paying more attention to what they learned during the translation lessons as well as the CA lessons. On the second time the participants spent their time not translating per se, but polishing what they had already done. They had time to check, look for and work on parallel structure, on the correct use of the articles, especially the definite article; the subjects among other structures which will be deeply analyzed later.

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Another aspect to compare is the attitude students had during both test. It would be unfair to say they had a bad attitude during the pre-test, but they did not really know what the task would do for them, they did not know much about translation and what to do in order to come to a more reliable result. Many the participants were unfamiliar with CA and what it can do to help them. However, during the re-test the students' attitude was different; they knew what to do and how to do it.

Something else that really caught my attention was the amount of mistakes made in the first attempt compared to the second, which could be said to be proof of the value of the translation lessons as well as the CA lessons with their respective guides, and finally the translations per se.

Finally, as it is going to be studied in detail, some of the students even took the liberty during the re-test to ignore some aspects which were not relevant and did not have the same impact in English as they thought it did in Spanish.

Figure number 62 organizes the data regarding the types of mistakes and their recurrence throughout the translations, as well as the comparison of these mistakes between the pre and the re-tests.



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Figure # 62 Pre and re-tests			
		TEST	RE-TEST
Articles	Unnecessary	69	6
	Missing	6	3
	Incorrect	1	2
Verb	Tense	79	25
	Form	28	12
	Missing	14	2
	Part of compound missing	1	1
	"S" missing	7	5
	"S" unnecessary	1	0
	Incorrect	5	0
	Unnecessary	2	0
Subject	Incorrect	3	1
	Missing	52	25
	Unnecessary	13	1
Object	Incorrect	1	1
	Unnecessary	1	1
Preposition	Incorrect	6	4
	Missing	5	2
	Unnecessary	5	3
Auxiliary	Inconsistent	2	0
	Missing	3	4
	Double	2	1
Pronoun	Incorrect	4	1
	Missing	6	0
	Unnecessary	0	0
Demonstrative	Unnecessary	1	0
	Incongruent	5	1
Structure		11	3
Double negative		2	0
Spelling		29	4
Incorrect information		0	1
Vocabulary		76	15
Possessives	Unnecessary	1	2
	Incorrect	1	2
Incorrect literal translation		1	0
Comparatives-superlatives		13	2
Parallel structure		27	15
Missing text		4	2
Different context		2	1

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Use of singular and plural	9	4
Capitalization	9	4
Punctuation	1	0
Source: Author		

As it can be seen, the types of mistakes were classified under grammatical categories, especially parts of speech such as: articles, verbs, subject, object, prepositions, auxiliaries, pronouns, possessives and demonstratives and these again subdivided according to its use, considering if whether they were unnecessary, misused, omitted or incongruent. Other categories of the errors were, structure, vocabulary, spelling, and other problems regarding translation per se such as the use of incorrect information, incorrect literal translation, missing text, different context, among others. There are also the cases where capitalization, punctuation and plurals were incorrectly used. Finally, there is the case of parallel structure, which was a problem in most cases, and fortunately was fixed also in most.

As it can be appreciated on the table the aspects with greater reappearance were the verb tenses followed closely by problems with vocabulary and the unnecessary use of the definite article. Let us consider that the number of participants involved in this study was 15 and the reappearance of these three types of mistakes range between 79 and 69 mistakes each in the pre-test and 25, 15 and 6 in the re-test. These results render an average of 5 mistakes of each type per student in the pre-test and an improvement of as much as an 80% in the re-test.

In order to get a clear and precise idea of the mistakes made during the translation tasks, these errors will be analyzed and interpreted according to three categories taking into consideration the type of mistake and their recurrence in the pre-test as well as in the re-test. These categories include grammar mistakes, translation theory mistakes and other mistakes.



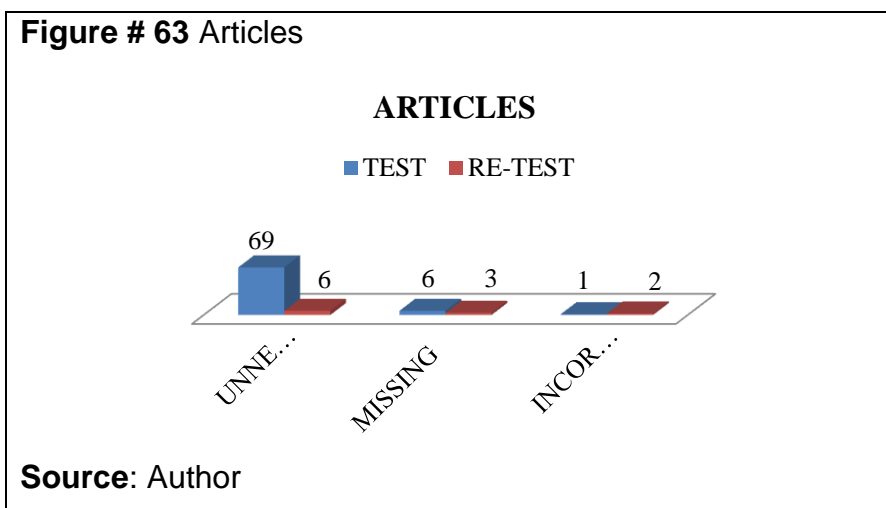
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All the analyzed categories with their mistakes and interpretations will be illustrated with examples taken from the students' translations. With the purpose of making it clearer for the reader the mistakes within the examples will be highlighted.

Before starting with the analysis is worth explaining how the translations were corrected. Obviously nothing was changed within the translations rendered by the students, but commentaries were used classifying the errors into the categories mentioned above. It is also fair to note that the corrections were as exhaustive as possible but surely with not few inaccuracies, taking into consideration on the one hand the limitations of the researcher as one more native Spanish speaker and on the other the condition of the students as learners of a language with the expected fall backs.

4.6.1 Grammar mistakes

ARTICLES



By far the use of an unnecessary article was one of the mistakes which was made by most students. It is very common to hear native Spanish speakers trying to use the article “the” everywhere as it usually happens with Spanish. The most



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common error found in this particular text was unfortunately in the title, so it was even more evident.

- The happiness is the way.
- The real life.
- The school, etc.

Fortunately, with the CA lessons and its guide students seem to have remembered the rules and uses of “the”. As we can see in the chart, students made these mistakes considerably less times during the second application.

On the other hand, a few students omitted the article when it was in place. However, this type of error was made very few times as well as the use of an incorrect article. As it was expected these two kinds of mistakes, which are not supposed to be found in this level, were discovered in the translations which held the most mistakes and were almost totally corrected by the re-test time.

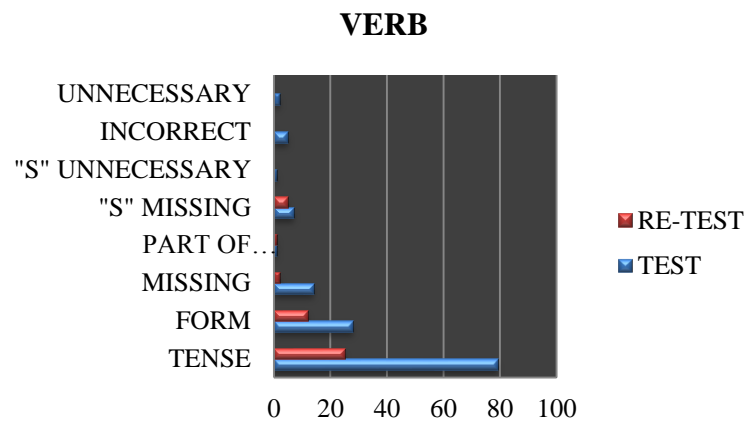
- Exist way. (Missing: a way)
- There isn't way to happiness. (Missing: a way)
- There isn't better moment. (Missing: a better moment)
- There isn't the better time. (Incorrect: a better time)



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VERBS

Figure # 64 Verbs



Source: Author

As it is very clearly shown in the graphic verb tenses is what represents the greatest challenge for students. Most of the errors found were in some cases apparent lack of concentration and in others mistakes due to the level, which as it had been mentioned so many times is advanced in the sense of students being able to communicate, to get the message across, and comprehend, but not too advanced in the sense of producing perfect grammar structures.

- Will **be grew**. (Will grow)
- Don't wait until you died**d**.
- **Will can**. (Either will or can)
- We should **have** appreciate. (Instead of we should appreciate)
- We feel happier when... (Instead of we **will** feel happier when...)

Other mistakes regarding the verbs but of not great incidence are:

- The so common problem with the "s" in the third persons simple present, students either tend to generalize the use of the "s" and put it where it is not necessary, or on the other hand and with bigger prevalence they tend to forget about its use.
 - Wife **do** the best. (Missing "s")

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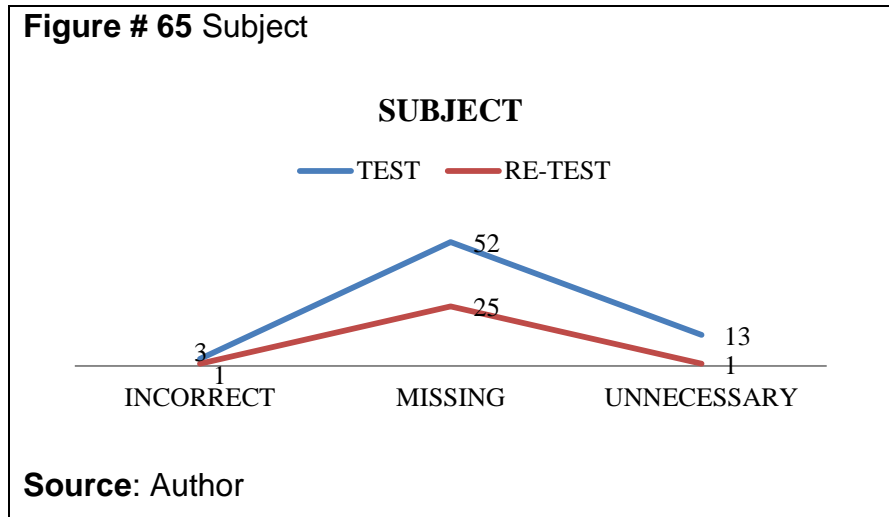
- This perspective **help** us. (Missing “s”)
 - Wife **take**. (Missing “s”)
 - Until he/she **get** married. (Missing “s”)
 - Teenagers **exits** those years. (Unnecessary “s”)
- Other errors were that the verb was either
- Unnecessary: will **be** start.
 - Missing: we **down** 10 pounds. (Lose)
 - Incorrect: we **have** 18 years old. (Are)
 - Did not have a part of a compound verb: we convinced. (**Are** convinced)

It is important to mention that most of the problems with the verbs were mostly corrected in the re-test. To put it in numbers we would say that in average the appearance in the mistakes regarding the verbs went down to 30% in the re-test.



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SUBJECT



Another mistake of frequent appearance was the use of the subject. It is very common among Spanish speaking students of English to tend to omit the subject just the way Spanish works. The recidivism of this mistake is high, with a total of 52 times of appearance in the pre-test, and unfortunately it only improved in a 50%, becoming this way in the most fossilized mistake of all which appeared on the translations.

- We learn that doesn't exist... (**it** doesn't)
- Love like if were never hurt... (**you** were)
- Until finish school, until go back to school... (**you** finish... **you** go...)

Also regarding the subject, even if the number of reappearance of these types of mistakes is not high, students either are likely to place one where is not needed or to use it incorrectly.

So many times have the students been made aware of the importance and necessity of using a subject in every sentence they make, that some of them overuse them and prefer to have too many and not too few.

- This point of view **it** makes us... (point of view makes us...)

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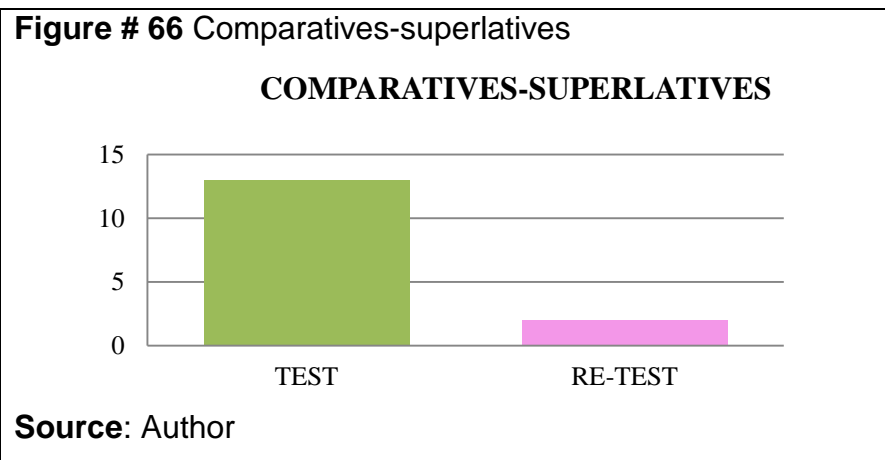
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- To **we** learn... (Instead of to learn...)

Concerning the incorrect use of the subject we can observe that this is not a mistake to worry about, with an occurrence of only 3 times in the pre-test and 1 in the re-test.

- But always **he** has to be an obstacle on the way... (there)

COMPARATIVES- SUPERLATIVES



Although the use of the comparatives and superlatives is very much similar to the use in Spanish, students still had problems. Confusions related to whether to use the comparative or the superlative were recurrent, even more than problems regarding the rules to use them.

- Get a **best** job. (better)
- We are going to feel **happiest** when they... (happier)
- A **best** moment... (better)
- **More happy**. (happier). This is the only mistake made related with the use of the grammatical rules.

Once again by the time the re-test was applied there were very few mistakes left.

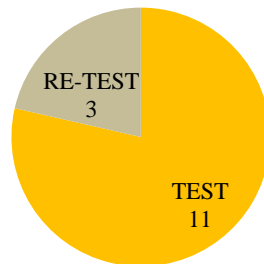


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STRUCTURE

Figure # 67 Structure

STRUCTURE



Source: Author

This name was chosen to classify under this category all the mistakes related to various errors in the way the sentences were written and that did not quite fit under any of the other categories.

- After **to have** a baby. (having)
- **For we** have... (to have)
- To see that **no happiness way**. (?)
- **Never have** been. (it has never been)
- This has helped us **perspective**... (this perspective)
- The life **true**. (true life)
- Enough **old**. (old enough)

The mistakes made in the three first sentences are related with interference from the first language. Students need to realize that in most cases in English every sentence needs its subject and its verb, unlike Spanish which most of the times does not require a subject.

The rest of the sentences contain word order related problems. These mistakes might probably be due to language interference. Once again here is where CA can

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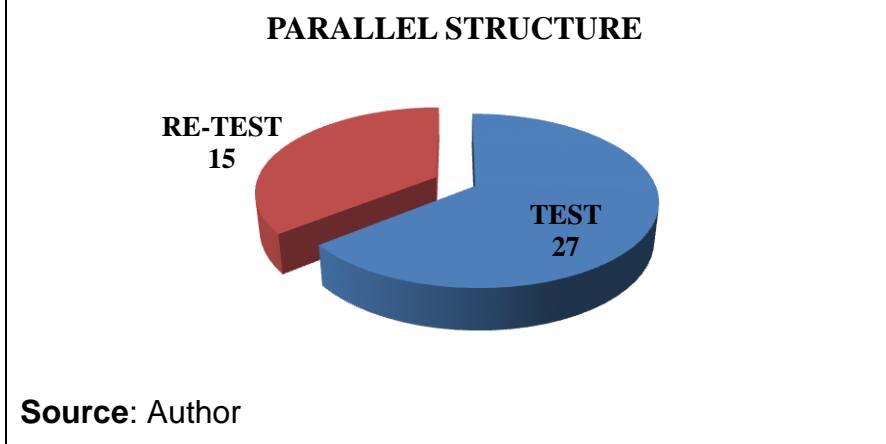
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be of great help. Word order is one of the aspects where Spanish and English differ the most, and after highlighting through the lessons or the CA guide; students were able to render a better translation in the re-test.

Most of these structural problems were overcome after the students comprehended where they were making mistakes.

PARALLEL STRUCTURE

Figure # 68 Parallel structure



Surprisingly, this is one of the aspects where students usually in their everyday lessons make the most mistakes, and also represents one of the aspects taught and reinforced the least.

Students tend to write what first comes to their mind without considering the type of structure they are using in the rest of the sentences contained in the paragraph.

This kind of mistake has a reoccurrence of 90% among the participants in the research. However, it is comforting to know it improved in 55% during the re-test.

Parallel structure is one of the aspects which can be very much benefited through the use of translation since this type of exercise demands the student to



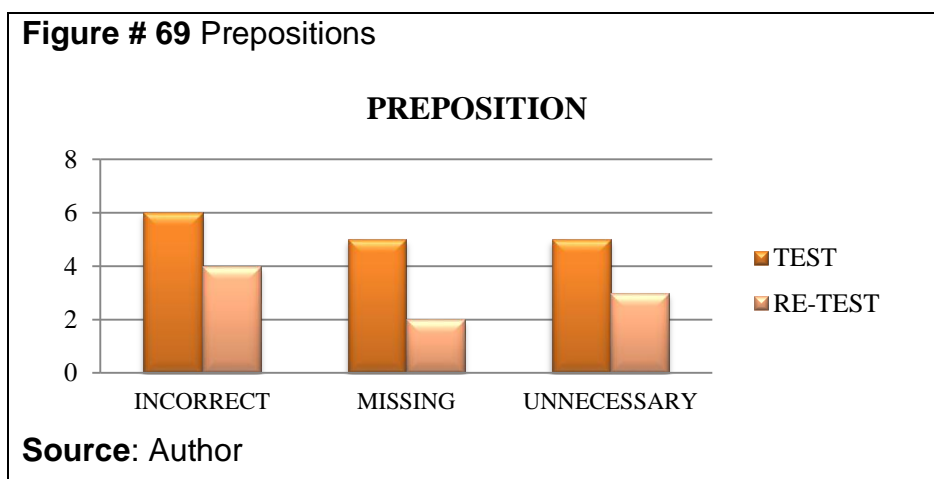
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write, check and analyze what is written until they are capable of rendering a trustworthy version of the original.

- Something **to resolve** first, some task **without finishing**, time **to having**, a debt **for paying**.
- You must not wait **to finish** school, or **coming** back to school. You **don't have to wait** to lose ten pounds or **having** children.
- After **we have** 18 years old, after that **we get** married, after **we getting** a better job.
- You don't have to wait until finishing school, until returning to school... until the children **going** to school (Forced structure)

These examples are the most representative ones. As we can see there are almost as many different structures as there are sentences in the paragraphs. It is known that the students were given some lessons in between tests, and this was one of the topics in question. After these lessons one of the students tried so hard to achieve parallel structure that she forced the grammar in the paragraph to achieve it, but what she got instead was a forced incorrect structure.

PREPOSITIONS



Even if this type of mistake was of low occurrence it is worth mentioning that the use of the preposition still represents one of the most difficult aspects for Spanish students of English. Probably due to the level of these students the use of



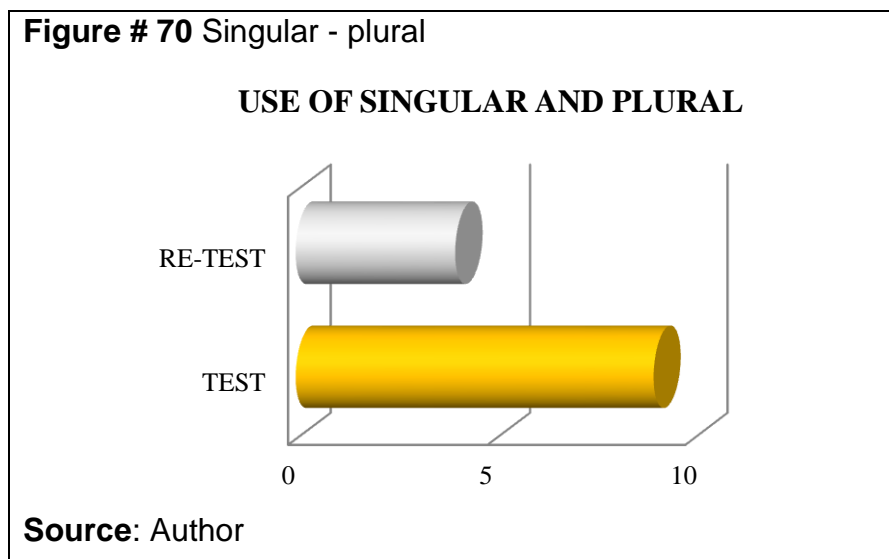
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the prepositions did not signify a trouble spot. However, it is interesting to note that these mistakes were not corrected as the ones from other categories were, especially during the re-test. This might be due to the fact that for its most part prepositions are outside of any logic, and thus, cannot be helped by CA.

The features the participants had the biggest difficulty with were that they either used an incorrect preposition, or did not use it where they had to and finally they used one where it was not necessary.

- After **of** have... (unnecessary)
- We can go **to** vacations. (incorrect)
- Time doesn't wait anybody. (missing: **for** anybody)

SINGULAR VS. PLURAL



For the most part the system of plurals did not become an issue in this task. Nevertheless, since both languages differ in some aspects regarding this topic some students do have problems at the time of remembering adjectives do not take plural, the rules for adding “s” to some words, the differences between the “s” for the plural and for the possessives, the use of other and another, among others.



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Next there are some examples of the mistakes students made:

- After have other. (**an**other)
- Big**s**.
- 10 pound. (pound**s**)
- Baby'**s**.

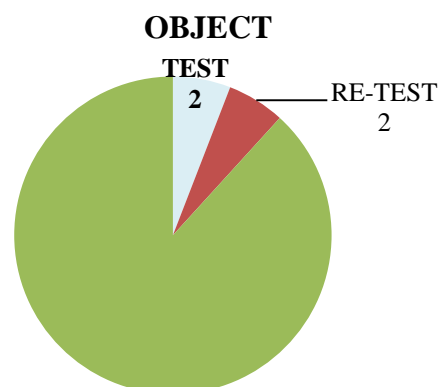
2.6.2 Infrequent mistakes regarding Grammar

The following types of mistakes were so infrequently made that do not need individual or profound study.

Although Spanish does not use very many **objects** and English does, this did not become a problem for our participants. Altogether there are 4 mistakes in both applications, the pre-test and the re-test, concerning either an incorrect or unnecessary use of the object.

- There isn't a better moment than **it**....
- Remember **us** that time does not wait for anybody. (Remember that time does not wait for anybody).

Figure # 71 Object



Source: Author

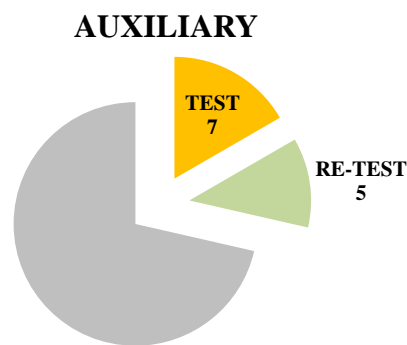


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The use of the **auxiliary** in English is so common that usually Spanish speakers have problems with it. This was not the case of this group of learners who maybe because of their level made few errors that will be presented next.

- My life **will can**. (double auxiliary)
- Time **isn't** wait. (incorrect auxiliary)
- Time not wait. (missing auxiliary: **does** not)

Figure # 72 Auxiliary



Source: Author

Mistakes with the use of the **demonstratives** were also present in the tasks. The problem is that they were either unnecessary or incongruent with the subject. However, the presence of these errors is quite manageable mainly through the spell check of the word processor or just by paying a bit more attention at the time of writing. These kinds of mistakes usually do not contradict a student's level but only his concentration.

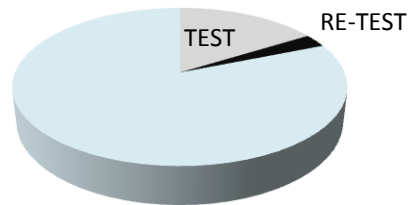
- **This** obstacles. (incongruent)
- **That** children. (incongruent)
- Until **that** I realized. (unnecessary)



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Figure # 73 Demonstratives

DEMONSTRATIVES



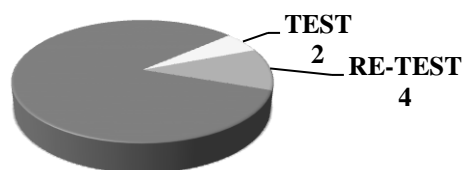
Source: Author

The mechanism for expressing **possession** in English, especially through the use of 's is sometimes difficult for the students to understand. Surprisingly these errors were more frequent in the re-test than in the test. It might be due to an attempt on the students' part to try to render more sophisticated translations by using means different from the ones they use in their own language.

- Sunday's morning.
- Friday's nights.

Figure # 74 Possessives

POSSESSIVES



Source: Author

The use of the **double negative** is also different in both languages. While in Spanish it is usually allowed, in English it is completely banned. Therefore students made some mistakes in this sense. Fortunately they were few in the pre-test and none in the re-test.

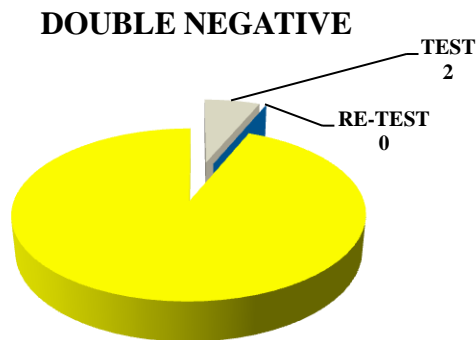
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- Time **doesn't** wait for **none**.

Figure # 75 Double negative



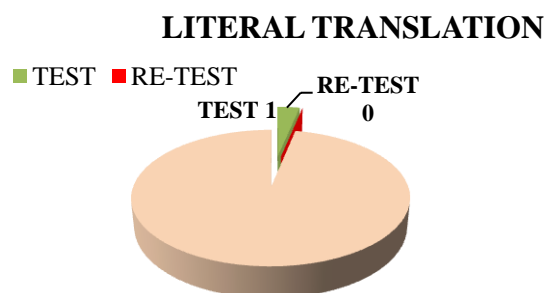
Source: Author

2.6.3 Translation theory mistakes

This category was created in order to differentiate grammatical or lexical errors from the ones related to how students undertook translation per se. Within this classification, various aspects will be analyzed.

LITERAL TRANSLATION

Figure # 76 Literal translation



Source: Author



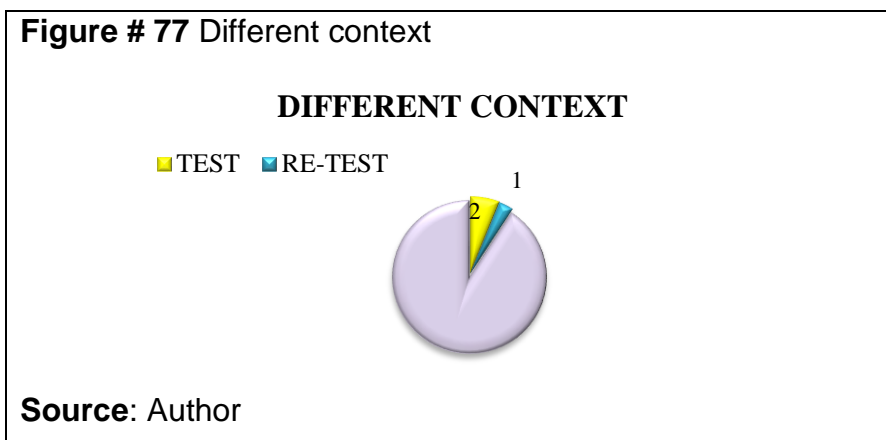
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As it was studied in chapter 1 translation should never be literal, at least for our purpose, but it should be contextual. Fortunately, the students of this research all had that clear, except for one who attempted to translate word for word.

- After **of have** 18 years old.

DIFFERENT CONTEXT

Figure # 77 Different context



When translating, the context of the text is a very important issue. The translator should always make an effort to keep the context the same as in the original work. The message should be the same in both versions. Once again, this feature was obvious for our students. During both applications, only three times in total, did students render a translation with a context different from the one they were supposed to.

- Happiness is **not** a journey. (In fact according to the text happiness is a journey).
- Work as if you need money. (According to the original text you should work as if you **did** not need money).

These changes in context might have been simply due to lack of concentration or of understanding of what the author really meant.



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MISSING TEXT

Figure # 78 Missing text



Source: Author

There were times when the students left blank spaces in the places they did not know what to write, due to lack of vocabulary. But different is the case where students simply omitted either words or phrases as if they had never been in the original.

There are certain occasions when something which is being said in the original text is either untranslatable or totally irrelevant culture wise; for instance, it can be left out and explained in a foot note.

In the case of the present study students arbitrarily decided to leave information out probably because it was hard for them to translate. Moreover, it was surprising to discover that this was the mistake with more reoccurrence within the translation theory errors.

- Omission of the whole last paragraph, which in fact represented for many the greatest challenge.
- The best moment to be happy, is NOW, when? (It should be: the best moment to be happy, is NOW, **if it is not now**, when?)
- Our life will be complete when our husband... (The rest of the sentence is missing).

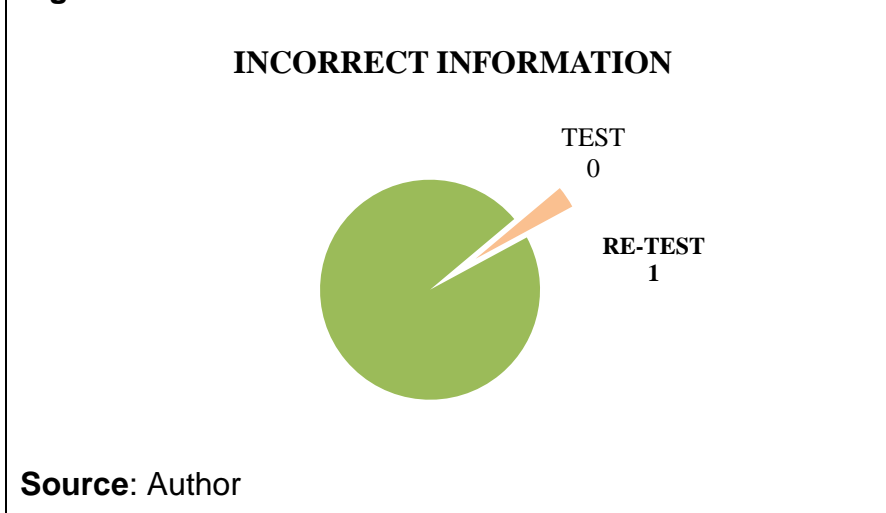
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INCORRECT INFORMATION

Figure # 79 Incorrect information



Just once did a student changed the information to what she assumed was correct. What it is surprising is that this student made a good attempt to achieve a fine translation in the pre-test, and the mistake was made in the re-test. Moreover, the error involves a name, which for the most part and in most cases should not even be translated.

- The name in the original text reads Alfred de Souza. In the pre-test the translation reads Alfred from Souza, and in the re-test Alfred of **Switzerland**.

Probably what happened was that the participant misread Souza or thought that was what was supposed to be written.

2.6.4 Other mistakes

This category includes all those mistakes which on the one hand are neither considered of a grammatical nature nor of translation nature; and on the other hand were not considered corrigible for our purposes.

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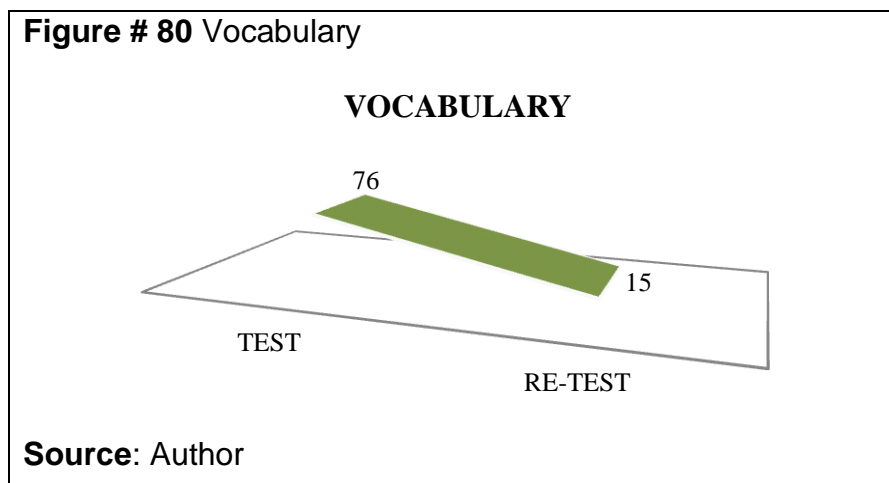


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Vocabulary and spelling can be improved through translation, but being honest they can be more easily acquired or modified with the use of a dictionary or other available tools.

Regarding capitalization and punctuation, their use and rules are so different from ours and so beyond our purposes that they are mentioned just to have an idea how clear those points are to our participants. Nevertheless, it is very important to mention that only obvious mistakes were pointed out in the commentaries made in the tests.

VOCABULARY



The occurrence of vocabulary errors is very high, with a total of 76 in the pre-test and 15 in the re-test. There are different types of inaccuracies regarding the lexicon. The most important one is lack of vocabulary, and for this reason students tend to create their own words derived from Spanish. One more problem students face with vocabulary is language interference, the participants either tried to adapt a word from Spanish, or translated it to English and found a correspondence but it was not the right one. Another type of mistake found quite often is adaptations from words they do not clearly recall. In this case students use what they remember and adapt it to what they think looks correct. One more category would be the one where students do not know the word; they look it up in the dictionary

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and choose one option which is not always the right one. There is also the case where students just leave a blank space in place of a word which they do not know. Here is a list of some of the mistakes found:

- Adaptations
 - **Soon** instead of son.
 - **Debit** instead of debts.
 - **Trade** (tratar).
- Language interference
 - **Pass** instead of spend.
 - **Count** (Cuenta, deuda).
 - **Taller** instead of older.
- Words that some students did not know or recall:
 - Spouse
 - Retired
 - Autumn or fall
- Made up words:
 - **Trate** (tratar)
- Incorrect choice from the dictionary or of their own
 - **Fault** (deuda)
 - **Since** instead of until

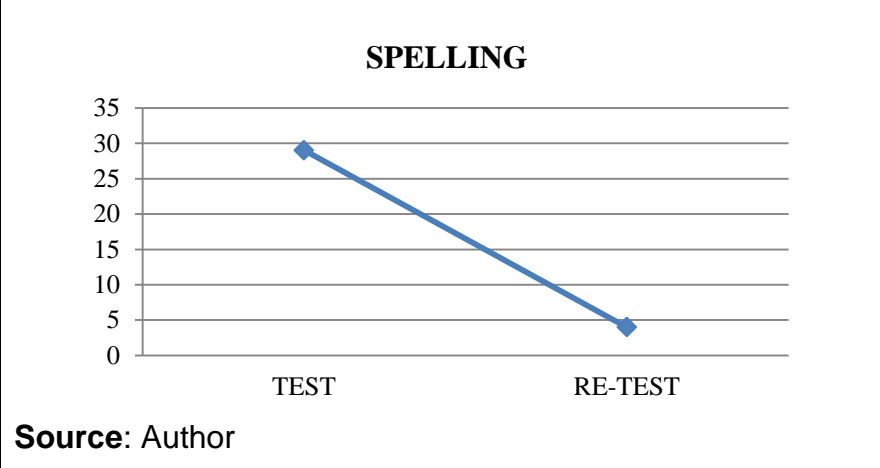
The way they were able to correct their vocabulary mistakes was not, in most cases, through CA, or translation techniques, but through the use of dictionaries. Probably the reason why the lexicon was corrected in 80% in the re-tests is that the participants became aware of the significance of the task and were willing to do a better job by using the tools they had available.



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SPELLING

Figure # 81 Spelling



Similar to the case of the vocabulary, spelling represents a challenge for students learning English, and it was not improved after the techniques applied in this study. However, as it was also the case of vocabulary, spelling was improved during the re-test through the use of the dictionary or the word processor spell check.

As it can be appreciated in the graphic students were either more careful during the re-test or used more tools to help them achieve a better translation spelling wise.

With the only purpose to illustrate about the spelling mistakes, some examples will be presented.

- Convenced (convinced)
- Decition (decision)
- Divorse (divorce)
- Haveng (having)
- Groun (grown)

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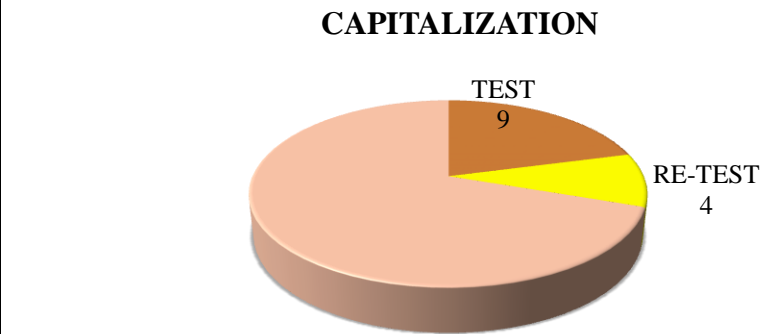
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CAPITALIZATION

Figure # 82 Capitalization



Source: Author

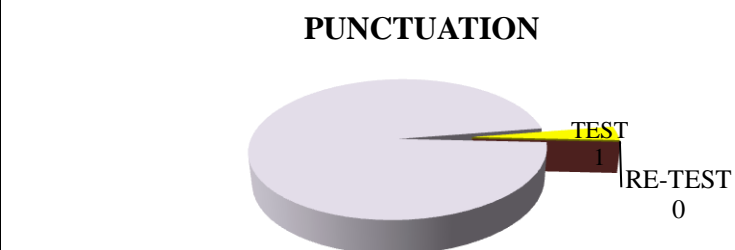
The 13 mistakes regarding capitalization have to do with the days of the week, which was actually the only aspect which might have represented a challenge.

- **f**riday
- **s**unday

This error is probably due to language interference, the days of the week do not take capital in Spanish.

PUNCTUATION

Figure # 83 Punctuation



Source: Author

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There is only one mistake related to punctuation within the 30 tests that were written down in total and it was due to the interference of the first language.

- ¿When?

2.6.5 Comparison of the numbers of mistakes made in the pre-test and in the re-test

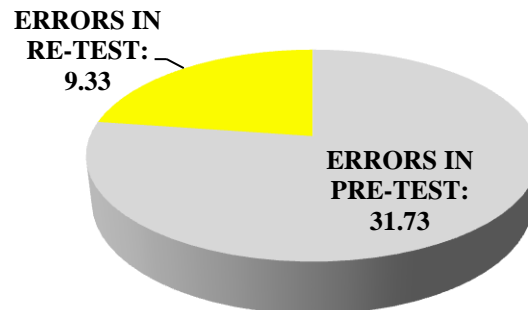
As a last source of information, I would like to present a table with the detailed information in numbers regarding the quantity of mistakes each student made during the pre-test and how much they improved by the second application. There is also an illustrative graphic which will show in average how many mistakes were made in the pre-test and in the re-test.

Figure # 84 Errors per student	
ERRORS IN PRE-TEST	ERRORS IN RE-TEST
33	7
33	3
23	6
63	14
40	14
22	2
37	12
27	5
28	10
32	9
31	11
16	5
39	27
14	1
38	14
Source: Author	



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Figure # 85 Errors per student



Source: Author

As it can be appreciated there is a student who during the first application had as many as 63 mistakes in only one text. However, this same student improved after all the lessons, the guides and especially self-motivation to having a small amount of 14 mistakes which compared to the pre-test signifies a reduction of 88% of errors in the re-test.

As an average we can say that the number of mistakes made during the pre-tests is of approximately 32 in total, taking into account all the students' tests. And the average for the re-test is of 9.



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CONCLUSIONS AND RECOMMENDATIONS

In chapter number four there is a detailed analysis and interpretation of all the data gathered through the surveys, questionnaires, personal interviews and last but not least the translation exercise per se. Now it is time to proceed with what was discovered by drawing conclusions, analyzing the implications this research carried along, evaluating its limitations and suggesting possible future research.

According to current literature, research and the present findings, translation is natural to students in a bilingual classroom. Learners draw on knowledge of their native language and rely on translation as they endeavor to find out the complexities of the target language. The use of the mother tongue is said to be inevitable either consciously or unconsciously. Many times students find themselves translating back and forth from Spanish to English and vice versa, in order to understand thoroughly or produce using all the resources as they would in their native language. Therefore, it can be said that translation is a positive learning resource for students to comprehend, memorize, and produce better English and to acquire English skills.

I believe it is important to start by analyzing how the research questions that were addressed in this study matched with the findings obtained through the data gathering techniques. These results mainly suggested that (a) there is a wide variety of translation techniques, approaches and procedures used by the students to undertake translation, these included modulation, adaptation, transposition and with a minimum appearance literal translation. It could also be seen that they approached their tasks in a broad range of ways, among the technical procedures most students did not study the source language text completely before attempting to translate it, and regarding the organizational procedures they did take advantage of the opportunity they had to revise and have feedback on their works; (b) most participants supported the belief that translation plays an important role and has a positive effect in their learning process; (c) learners made high level use of translation as a learning strategy, by using it during most of the activities

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involved in the acquisition or improvement of the target language; these activities included the intervention of translation while reading, writing, listening, speaking, watching TV, brainstorming among many others. The variety of strategies involved included cognitive, memory, compensation, social, and affective strategies; (d) the participants greatly agreed with the opinion that CA plays a facilitative role when attempting to undertake more reliable translations, they stated that the comparison between languages allows them to understand and predict possible mistakes.

I would risk saying that in my experience translation at the time of improving and not learning a language is a superior activity, in the sense that no other activity enrolls students in the task of having to employ all their knowledge and resources to attempt to render something that was already produced by someone else in a reliable way in every sense possible: content, context, culture, etc. This is also backed up by feedback. The translation rendered is hoped to have a reader, usually the teacher, and this reader is hoped to comment and give feedback on how the translator undertook his task and on what mistakes he made and how they could be improved.

If we compare translation versus direct composition, we can say that if students produce on their own, without using translation, they will just use what they know and master. But if they are forced to put someone's words into the same context in the target language they have to figure out, discover, remember, look for the best structures or lexicon to successfully render a trustworthy version. Therefore, we can say that translation can be categorized as an awareness raising activity in the sense that it aims at helping learners uncover gaps in their knowledge. This is especially valued with advanced learners since these students tend to reach a point where they feel there is nothing else to be learned. Nevertheless, through the practice of translation they become aware of certain structures which are still difficult to master as they would with their own language.

Variety is the spice of life and translation as it has been described in this research can offer this diversity at the moment of presenting students with new activities. These activities can include gists, jigsaws, cultural sight translations

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which besides being fun, interactive and communicative tasks offer students distraction from their everyday chores. Therefore, translation activities should be used, and be supported by communicative, natural language learning methods instead of being banned.

Another way to introduce translation as a classroom activity is through the use of Contrastive Analysis that aims to produce a systematic comparison of salient aspects of the grammar, lexicon, and some cultural language related aspects. The result of the contrastive analysis was used to provide a basis for more sophisticated and effective translation. The combination of both tools, translation and CA, have been proven as excellent techniques at the moment of having students focus on the form, the meaning and the use of the target language.

Another major feature of this study consisted in acknowledging translation as a valuable tool if it is undertaken from L1 to L2. If students were to translate a text in English into their mother tongue it would not represent a challenge since they would be generating it in the language that is totally familiar to them, using the structures they completely master and being able to render a contextualized work, by considering all aspects related to form, meaning and culture.

Like in all aspects of life there is always a counterpart and this study was no exception. There were a few students who were concerned that translation might cause interference of Spanish into English, inhibit their capacity of thinking in English, and make them assume that there is a one-to one correspondence of meaning between both languages. It is important to note that this reasoning has its logic; however, if translation is taken not as a common practice but as a tool to learn or improve, it is almost certain that the concerns mentioned above will not be the outcome. In other words, if we take translation as a pedagogical technique besides the fact that it will enhance the students' level of English it will promote grammar improvement, vocabulary acquisition, cultural transfer skills, among other benefits.

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As an implication of the present study we can say that because of the prevalence of translation in students' English learning, teachers should be more attentive to their students' learning beliefs, strategies, and preferred or used techniques to acquire the target language. From this research, teachers may gain insights into the role of translation in the students' learning process and ways to integrate these insights into their teaching by becoming aware of how translation can be beneficial to their students as students' English language system acquisition.

Regarding the limitations of this research it can be said that the results of this study were based on a single class population of students at Universidad del Azuay. Therefore, the generalization of the findings may be limited.

On the whole, this study has attempted to answer what translation strategies learners tend to use, what beliefs they have about this technique and how students can, through the use of translation plus the aids of CA, improve their already acquired advanced level of English. It might be beneficial to examine further how learners translate to help them learn a foreign language. For instance, by asking learners to describe how they go about doing mental translation to learn how they comprehend or produce a foreign language text. This process is known by the name TAPS, or think aloud protocols, where students are filmed while they translate aloud saying everything that goes through their mind. Through this technique researchers can gain insights into the role of translation in foreign language learning.

Another recommendation for future research would consist in undertaking translation but this time with the aids of error analysis. By studying the learners' errors made in the translation process and analyzing them along with the students might also turn out to be an interesting scope under which students could improve their English.



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APPENDIXES

Appendix # 1 Quick translation guide

This guide is meant to help advanced students undertake a reliable translation through a systematic and careful approach.

Some of the most relevant points will be considered:

TRANSLATION STAGES: Child (150-153)

1. PREPARATION:

- Decide the material to be translated.
- Analyze who the reader will be.
- Have on hand: a dictionary, glossary, reference material.

2. INITIAL CLOSE READING:

- Thoroughly read the source text to fully understand it.
- Analysis of meaning and style.

3. RESEARCH:

- If the translator is unfamiliar with the topic, some research is in order.

4. FIRST DRAFT:

- It might be a good idea to break the text into “units of meaning” which make sense.
- Shifting back and forth from the reading to the writing might be helpful.
- At this stage is not necessary to do a spell or grammar check.

5. SUBSEQUENT DRAFTS:

- Look for difficult points and errors.
- Look for possible misleading information.
- Decide whether you are giving too much or too little information.

6. EDITING AND FINAL DRAFT:

- Pay attention to format, margins, grammar, spelling, punctuation.

7. FINAL CHECK:

- Make sure nothing important is being left out.

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TRANSLATION TECHNIQUES:

1. LITERAL TRANSLATION (word-for-word):
 - It can be inaccurate.
 - It can be meaningless.
2. TRANSPOSITION:
 - One idea might be communicated in a variety of ways; it is the translator's responsibility to choose the option that best renders the author's intention.
3. ADAPTATION:
 - The words used are not important but the meaning.
 - It refers to the selection of the best expression or idiom to make the translation more reliable.

TRANSLATIONS SHOULD BE:

- Accurate
- Natural

DIRECTIONALITY:

- Direct (L2 to L1)
- Inverse (L1 to L2)

CULTURE:

- Translators should be familiar with both languages as well as with both cultures. The effect of the text on the reader depends on how culture was accounted for during the translation process.

PURPOSE:

- Purpose adds meaning to our actions, that is why translation should also be done for a purpose:
 - As a way of improving language acquisition
 - As a job
 - As a contribution to society, for instance through the translation of books.
 - As a contribution to the educational society, by translating texts to be used by other students as reading material, etc.

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- As a way of communicating, of making more people aware of what is written in another language.

Appendix # 2 Brief Contrastive Analysis Guide

This brief guide of contrastive analysis is meant for advanced learners of English who could make use of a quick revision of the aspects that represent the most challenge when writing due to the differences, and possible interference, of Spanish and English.

It is important to mention that some of the topics, classifications and explanations have been done based on the books by Maldonado, Child and Whitley.

For a better organization, the topics will be classified under grammatical categories, but before that some general aspects will be analyzed.

General considerations: even if considered obvious in many cases, it is worth remembering the following aspects which make the two languages under study quite different.

- While English is concerned about reality, Spanish is concerned about how this reality affects people.
- In English every tense has an auxiliary. Spanish rarely does.
- In English the subject **MUST** be stated and it precedes the verb phrase. In Spanish the subject is frequently optional.
- English uses the passive voice much more than Spanish.
- Adverbs are more used in English than in Spanish which uses instead adjective or verb clauses.
- Contrary to the Anglicisms which would take place in an English to Spanish translation, there are the hispanicisms (Spanish interference into English). "As you can wait". "Como puedes esperar". "The old one" "El viejo"(papá).
- Spanish effusive greetings and endings especially in formal letters must be dimmed when translating into English.

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- English usually transmits ideas more efficiently than Spanish by using less words:
 - o Commuting is translated into Spanish as traslado diario entre el domicilio y el trabajo.
- Spanish uses articles more than English. I like books= me gustan los libros.

PRONOUNS: for the most part Spanish and English have a very similar usage of pronouns, except:

- English has one simple singular “you”, and Spanish has one formal “usted” and an informal “tu”.
- Pronouns are used in English when no noun is available

They say... It is cloudy.

(Dicen)

(Está nublado)

ADJECTIVES:

- Usually Spanish adjectives go after the noun, and English adjectives go before them. But in Spanish sometimes they also go before the noun depending on the meaning we want to express.

- Una gran escuela. A great school.
- Una escuela grande. A big school.

If there are two adjectives qualifying a noun, an explicative one and differentiating one, the first goes before the noun and the second after in Spanish.

- La gran casa blanca. The big white house.
- Exceptions to the rule of the order of adjective and noun, are:
 - Court martial, attorney general, notary public
- Adjectives in English do not have plural.
 - Carros nuevos = new cars
- Order of adjectives: when there are many adjectives modifying a noun, the position of these qualifiers is as follows:

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Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	NOUN
Beautiful	tall	young		brunette	Canadian			GIRL

- Adjectives ending in –ed or –ing
 - Many adjectives that end in –ed describe a feeling or state.
I am bored= I feel there is nothing that interests me at the moment.
Estoy aburrido.
 - Many adjectives that end in –ing describe the person, thing or topic which produces the feeling.
I am boring= I am an uninteresting person
Soy aburrido.

TENSES AND VERBS:

- English counts on 5 simple forms of verb structures, and Spanish 46 (specially emphasizing on the subjunctive to express emotion).
- English has one simple verb “to be”, and Spanish needs two: ser/estar.
- While English has one simple past tense, Spanish goes around preterite and imperfect forms.
- The present participle (gerund in general and progressive) is much more used in English than in Spanish. English also uses gerunds as adjectives or in place of the Spanish infinitive.
The crying baby= El bebé que llora.
He likes eating = Le gusta comer.
- Within the mood of intransitive verbs there is the subjunctive with some unusual cases.
 - Contrary-to-fact conditions:
If I were you... (Si fuera tú...)
 - After verbs such as wish, suppose, demand, ask, recommend, suggest:

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I wish my dad were here (Desearía que mi padre esté aquí)

She insisted that we be on time (Insistió que estemos puntuales)

The teacher recommended that she learn it by heart (La profesora recomendó que lo aprenda de memoria)

- After some impersonal expressions: it is necessary, it is important
It is important that Peter see me (Es importante que Pedro me vea)

- Fixed expressions:

Long live the queen! (Viva la Reina)

Heaven forbid! (Dios nos libre)

- The “dramatic present” used in Spanish to give more impact to past events, is not too natural in English. E.g. “Bolivar nace en Santa Marta y luego...”
“Bolivar is born in Santa Marta and then...”

PHRASAL VERBS: phrasal verbs are a combination of a verb and an adjective or adverb, which have their own meaning quite different from the meaning of its integral parts. Usually learners of English have a hard time with phrasal verbs due to the different meanings they have and also because of their divergence with the verbs themselves. It is also important to note that these verbs are more used in everyday speech. Another consideration students have to take is that some of these verbs are separable and some are not, some are transitive and some intransitive.

The following is a list of the most common phrasal verbs and is arranged only alphabetically without considering the aspects above mentioned.

Verb	Meaning
ask someone out	invite on a date
back someone up	Support
blow up	Explode
break down	stop functioning (vehicle, machine)
break in	force entry to a building

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break up	end a relationship
bring someone down	make unhappy
bring someone up	raise a child
call someone back	return a phone call
call something off	Cancel
call someone up	Pone
Check in/ out	Register at a hotel
Fill something out	To complete (a form)
Find something out	To discover
Get up	Leave bed
Give something up	Stop trying
Hung up	End a telephone conversation
Look something up	Look for information in a reference book, etc
Look up to someone	To admire
Make something up	To invent, lie about something
Pass away	Die
Pass out	Faint
Pay someone back	Return owed money
Pick something out	Choose
Put something off	Postpone
Put up with	Tolerate
Run into	Meet unexpectedly



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Run away	Escape
Run out	Have none left
Show off	Act extra for people watching
Take off	Start to fly
Think over	Consider
Throw away	Dispose of
Wake up	Stop sleeping
Work out	Exercise

CONDITIONALS: even if in Spanish we have them and use them almost the same as in English, two cases are important to revise due to the difference in its use.

- Second conditional, present unreal or present contrary to fact situations:

Used in present when something is not real.

- The IF clause is built using the past simple (even if we mean present).
 - What would you do if you **won** the lottery?
¿Qué harías si te ganaras la lotería?
 - If I **were** you, I wouldn't touch that.
Si yo fuera , no tocaría eso.

Notice the use of **were** for all persons.

- Third conditional, past unreal or past contrary to fact situations.

Used in past when something is not real.

- The IF clause is built using the past participle.
 - If I had studied more, I would have passed the exam.
Si hubiera estudiado más, hubiera pasado el examen.

In all conditional cases be very careful if tempted to use **would** in both clauses as in Spanish.

DEFINITE ARTICLE: care must be taken with the use of the definite article as it might seem overused by the S-E translator. Besides the well known omission of

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the article in general use of nouns, days of the week, time of the day, certain places such as: jail, hospital, home, mass, etc.; it is also omitted

- with nouns used to clarify or emphasize a personal pronoun:
Ustedes los estudiantes = You students
- with parts of the body or clothing. In English is more common to use possessives in these cases.
Movi6 la cabeza = he moved his head
Perdi6 la camiseta = she lost her t-shirt
- but unlike Spanish the number of the noun matches the person or pronoun:
Se pusieron el abrigo = they put on *their coats*.

INDEFINITE ARTICLE: although it might seem obvious, it is important to remember that the indefinite article is used in English with professions and nationalities.

Mi hermano es doctor = My brother is a doctor

Ella es inglesa = She is an English woman

PREPOSITIONS: “There are relatively few prepositions, but they are used very frequently and thus the translator must be on guard against misusing them”. Child (10). The same author also mentions that for the Spanish translator who has to give a version in English is particularly difficult since Spanish counts on only 20 prepositions and English on more than 65. There are not enough logical rules to explain their use, but on the contrary the usage of the prepositions is “learned by memorization or constant exposure and use” (10).

- When translating sometimes the prepositions are omitted or added according to the expressions.
He went to church. El fue a la iglesia.
She looked at the price. Ella mir6 el precio.
- In English there are three prepositions: in, on, at for just one in Spanish: en. The one that we choose will be based on extra information in order to avoid mistakes.
 - IN: inside, months and years.

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The pencil is in the bag.

She was born in 2003

We start in July.

- ON: touching the surface, dates and days of the week.

The picture is on the wall.

He began on June 2nd.

I never go on Mondays.

- ON:
 - Used for most modes of conveyance (e.g. vehicles you climb onto).

She was on that plane.

They had the party on the ship.

He was on his bike.
 - Used for small, four-wheeled motor vehicles.

I saw him in a taxi.

She was in an ambulance.
- AT: general location, ignoring if whether it is inside or touching the surface. Time of the day.

I bought it at the airport.

She left at three.

EXPRESSIONS WITH IN / ON / AT: this list is by no means, complete. It is meant to give an idea of other uses of these prepositions.

IN

in a hurry	in the rain/shade/dark
in a while	in ink/pen/pencil
in fact	in words/numbers
in detail	in cash
in touch	in love
in mind	in my opinion
in general	in the future



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ON

on fire	on vacation/business
on purpose	on television/radio
on the contrary	on strike
on the left/right	on the whole
on the other hand	on a diet
on second thought	

AT

at all	at the age of
at first	at a speed of
at least	at a temperature of
at once	at the moment

COUNTABLE AND UNCOUNTABLE NOUNS: in most cases both languages share the same pattern, but there are some differences that need to be identified.

- Some nouns in English are uncountable while in Spanish they are countable. In order to make them countable an expression to do so is required.

Bread (never breads) = pan

Two pieces of bread.

- Some nouns may belong to both categories.

Wine/wines

There are various wines in the cellar.

I like to drink a little wine every day.

ADVERBS: important differences:

- In Spanish when two adverbs ending in –mente will be used together only the last adjective carries the suffix–mente. On the other hand, English needs the suffix –ly in both adjectives.

Eso se construye fácil y rápidamente.

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That is easily and quickly built.

- In English in some cases either the adverb or the adjective can be used. Nevertheless, in the case of the adjective it is only acceptable in spoken and informal English.

Drive slowly.

Drive slow.

Conduce despacio. (Lentamente)

Conduce despacio.

- In other cases the meaning is different if the adjective or the adverb is used.

She always tries hard.

She hardly knows him.

Ella siempre se esfuerza. Casi no le conoce. Le conoce muy poco.

INTERJECTIONS AND EXPLETIVES: these are words used to express subjective reactions such as fear, pain, excitement, anger. They usually have a cultural sense, that is why translators must be careful when using them in a different culture. The interjections invoking religion, are more used in Spanish.

Spanish	English
- ¡ah!	oh!
- ¡Puf! (for disgusting)	phew!
- ¡Caramba!	wow!

EUPHEMISMS: when a word is considered to be offensive or impolite, a term which is softer can replace it. They are used to cover vulgarity, unpleasant truth or even to avoid bad luck due to superstitions. In Spanish the concept is quite the same; the only difference is that in general Spanish speaking people are not so politically correct. English tends to use more euphemisms than Spanish.

WHAT IT SAYS	WHAT IT MEANS
Adult entertainment	Pornography
Ample proportions	Obese or fat
Armed intervention	War
Batting for the other side	Homosexual
Between jobs	Unemployed
Bun in the oven	Pregnant

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Character line	Wrinkle
Comfort women	Prostitute
Correctional facility	Prison
Direct mail	Junk mail
Disinformation	Lie
Do your business	Defecate
Expecting	Pregnant
Freedom fighters	Rebels
Full bodied	Obese
Furlough employees	Fire employees
House of ill repute	Brothel
Imbibe	Drink
Indisposed	Sick
Inventory leakage	Theft
Knocked up	Pregnant
Lose your lunch	Vomit
Neutralize	To kill
Powder your nose	Visit the bathroom
Preowned	Used or second hand
Surreptitious entry	Breaking in
Call of nature	The urge to urinate or defecate

CAPITALIZATION: Spanish capitalizes less than English. In English capitalization is used for:

- Every content word in titles, not just the initial word.
Gone with the Wind. Lo que el viento se llevó.
- The personal pronoun: I. yo.
- Months, days of the week.
- Nationality, race. He is Greek. El es griego.
- Names of languages. She speaks French. Ella habla francés.

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INVERTED WORD ORDER:

- Word order in English is very much fixed. There are only certain cases where the word order is inverted.
 - Assertives: There staring at me was my father.
 - Common fixed expressions: Gone are the good old days.
 - When adverbs are at the beginning of a clause and IF the verb is a verb of motion: There comes the bus.
 - With negative adverbs at the beginning of the clause: Rarely did he do his homework.
 - So...that may also be used with inverted word order:
 - So tired were the girls that they fell asleep. (the girls were so tired that they fell asleep.)
 - With imperatives to make them stronger: Don't you touch that!
 - With some admiration expressions to make them stronger: How expensive is that!

EMPHATIC STRUCTURES:

- In English the simple present and simple past tenses can make use of the auxiliary do to indicate emphasis.
 - I *do* like beans.
 - They *did* go to school.
- In Spanish this is done by adding sí (que).
 - Yo *sí que* me niego.

MODAL VERBS:

- The use of all modal auxiliaries is very much known by advanced learners. However, there are some which could imply difficulty:
- Expression of wishes:
 - May you live forever!
 - May you never go through this!
 - May they know what happened!

The expression **I hope that...** is also used, but it is not a modal.

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- Expression of opinions: The use of **shall**, but only for the first person forms and not in negatives.
 - Shall we leave?
- Spanish modal of obligation and their equivalents in English:
 - Haber de = to be + infinitive.
He de hablar aquí. I am to speak here.
 - Haber que + infinitive. Since it is an impersonal modal of obligation it always takes the third person singular form.
Hay que esforzarse más. **It** is necessary to try harder.
One must try harder.

EXPRESSIONS OF POSSESSION: besides the well-known use of **'s** or only the **'**, and the order of the integrant parts of the expression (the possessor first and what is possessed second), there are other features to consider:

- If something is possessed by more than one, the **'s** goes after the last possessor:
Mary and John's house.
- If what is owned is different for each possessor, each possessor needs **'s**
Mary's and John's houses.
- Usually the possessive is not used for inanimate things, except for some established forms:

The capital of Ecuador. (not Ecuador's capital)

- Established forms:
A day's work (Un día de trabajo) goodness' sake (Por amor de Dios)
The sun's rays (Los rayos del sol) the earth's orbit (La órbita terrestre)
A week's pay (Salario semanal) at death's door (A las puertas de la muerte)

ENGLISH PHRASES OF POSSESSION OR LOCATION: while Spanish usually uses a clause to indicate possession or location, English uses just a phrase.

- The man with the glass eye El hombre que tiene el ojo de vidrio

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- The students with prestige Los estudiantes que tienen prestigio
- The girls in the store Las chicas que están en la tienda

CORRELATIVE CONSTRUCTIONS: out of the expressions of comparison, this construction is worth mentioning.

- While in Spanish we say *cuanto más/menos... tanto más/menos*, in English this construction is as follows: **the more/less... the more/less**.
The more I work, the less I earn.
The less I work, the more I earn.
The less I work, the less I earn.
The more I work, the more I earn.

SPANISH INTEGRATED VERSUS ENGLISH SEPARABLE INTERROGATIVES:

in Spanish the integrants of the interrogatives remain together (*de dónde, para qué*), while in English they can be separated.

- | | |
|-------------------------|-----------------------------|
| ¿De dónde es ella? | Where is she from? |
| ¿De qué estás hablando? | What are you talking about? |
| ¿A quién le doy esto? | Who do I give this to? |

RELATIVE CLAUSES: regarding this grammatical feature, the only aspect which may be worth remembering, due to its difference with Spanish, is the possibility to omit the relative pronoun in the following cases:

- The relative is the object of its own clause:
They are the boys who I saved. They are the boys I saved.
- The relative is the object of a preposition:
That is the book that I talked about. That is the book I talked about.

GENDER CHANGES IN SPANISH: translators must pay attention to this group of Spanish nouns when they are feminine or masculine. Here are some examples:

Masculine

El Papa 'the Pope'

Feminine

la papa 'the potatoe'

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El coma 'the coma' (illness) la coma 'the
comma' (punctuation)

El cura 'the priest' la cura 'the cure'

NUMBER: the English system of pluralization is more complicated than the Spanish one.

- In Spanish the masculine can be used to refer to both sexes.
Mis hermanos = My brothers and sisters
Los reyes = El rey y la reina
- Some Spanish plural nouns are singular in English and vice versa.
Muebles = furniture. Consejos = advice. Ropa = clothes. Pantalón = pants
- Besides the common rules of pluralization ("s" "es" "ves" "ies") there are some special cases:
 - Irregulars: child/children, foot/feet, ox/oxen
 - Compound words usually add "s": disk jockey/ disk jockeys
 - The compounds form by noun and modifying words, have the plural in the noun: maid of honor/ maids of honor.
 - S or 's is added to numbers, letters, signs: straight A's/As, the 80's/80s.
 - No plural nouns: sheep, fish, Portuguese, etc.
 - Hyphenated nouns carry the "s" in the noun: mothers-in-law.
 - Plurals from Latin and Greek:

Final <i>a</i> becomes <i>ae</i>	formula	formulae
Final <i>ex</i> or <i>ix</i> becomes <i>ices</i>	index	indices
Final <i>is</i> becomes <i>es</i>	crisis	crises
Final <i>ies</i> remains unchanged	series	series

PROPER NAMES: they are generally not translated, unless they have a proper equivalent as in the case of saints, historical figures. In Spanish names usually go linked to a profession, this is not used in English. Therefore, depending on the situation these titles should be omitted unless necessary to understand the content.

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DIFFERENCES WITHIN ENGLISH OF SOME EXPRESSIONS:

- On time/ in time
 - On time: punctual.
Please be on time, you are the professor.
 - In time: for something, soon enough.
I hope her present arrives in time (for her birthday).
- At the end/ in the end
 - At the end: at the time when something ends.
I finish school at the end of June.
 - In the end: finally. The result of a situation.
I applied for some jobs, in the end I got hired by the biggest company.

PUNCTUATION: for the most part Spanish and English punctuation rules are very much alike. Just the points where they differ will be discussed here.

- English separates ideas into paragraphs much more than Spanish does.
English also uses periods where Spanish would normally use commas.
- Spanish uses initial and ending question and exclamation marks (¿ ¡), while English just uses ending marks (? !).
- The colon (:) is more used in Spanish. When used in English some cautions must be taken:
 - It is used to introduce a list and only after a full sentence ending in a noun.
Correct: I have two options: to take the exam tomorrow or to fail the class.
Incorrect: I need: eggs, butter, flour and milk.
- Hyphens (-) are used when:
 - Adding a prefix to some words: ex-girlfriend.
 - Creating or using compound words: my son-in-law is sick.
 - When writing out words (but only up to a hundred): twenty-two.

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- Dash (–): they are used to separate a clause within a sentence, for brief interruptions within a statement or for additional comments.
 - That was the end — or so we thought.
- Quotation marks: English has double quotation and single quotation marks:
 - Double quotation: used with direct quotations made by someone or taken from a piece of literature.
She said, “Give me that”.
 - Single quotation: to indicate a quotation within a quotation.
My dad said, “your mom said, ‘we have company tonight’”.

SYLLABICATION: even though this topic might seem of little importance, very few Spanish speakers know how to divide words in English into syllables especially since the rules are so different. Here are some important regulations:

- One syllable words are never divided.
- Consonant clusters are never separated.
Rest-ing bush-el
- When words contain **ck** or **x**, the division comes after them.
Nick-el tax-i
- Compound words are divided between its main elements.
In-side
- When two or more consonants come between two vowels, the word is divided between the two first consonants.
Sis-ter
- When a word contains a prefix or suffix, the root-word is divided from the affix.
Dis-count kind-ness

NUMBERS AND MEASUREMENTS: the use of commas and periods in numbers in Spanish is opposite to the use in English. Spanish: 5.476.400. English: 5,476,400.

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- Regarding measurements The United States is one of the few countries which does not use the metric system. If the unit of measure is not precise , it can be converted into the unit used by the target reader. E.g. “She had walked for miles”. “Había caminado kilómetros”. On the other hand if the measure is more precise, it is the translator’s call to decide whether or not to convert the unit.

DATES: Even though this issue might seem obvious to the advanced student of English it is important to keep in mind that:

- The differences noted here might change according to the country.
- In the U.S. the order is month/day/year. While in Latin America it is day/month/year.
- English standardize way of writing out dates is:
 - Month (initial capital), day of the month as an ordinal number, a comma, and the year: June, 8th , 1988

PARALLEL STRUCTURE: Parallel structure also represents a challenge. By parallel structure, we understand the attempt to keep a similar construction within the same idea, the use of the same structure by employing the same grammatical construction in all or at least in most of the elements that constitute the sentence or paragraph in question.

- Me gusta bailar, cantar y pintar.
- I like dancing, singing and painting.

NOT

- I like to dance, singing and paint.

ANGLICISMS AND HISPANICISMS: Languages affect each other due to many reasons such as geographic contact, mass media interference, movies, TV shows, etc. The translator has a great responsibility in this matter since they have to be

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aware of any influences from one language into the other. Therefore, care needs to be taken with words such as **ANGLICISMS** (English interference into Spanish) and **HISPANICISMS** (Spanish interference into English); which are often translated incorrectly.

Anglicisms:

- He went to the funeral service
Anglicism: asistió al servicio funeral
Better: asistió al servicio fúnebre.
- There is much atmospheric pollution.
Anglicism: hay mucha polución atmosférica.
Better: hay mucha contaminación ambiental

Hispanicisms:

- Mi viejo
Hispanicism: my old one.
Better: my father.
- Como puedes esperar...
Hispanicism: as you can wait....
Better: as it is expected...

UNTRANSLATABLES: metaphors, idioms and proverbs. Although there are a great number of equivalents for these culture-bound methods, some of them cannot and should not be translated, but explained in some cases or replaced by the best option in others even if it loses its full meaning.

- What if there are no lexical equivalents: frequently because of the culture a term belongs to, there is no equivalent in the other language. In this case the translator usually tries to explain the new concept, not by using a word but by describing it.

Here is a list of example in which English is much more precise and efficient than Spanish:

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- Commuting= traslado diario entre el domicilio y el trabajo.
- Tanker= buque cisterna.
- Co-loan= préstamo cofinanciado.
- Desk officer= funcionario especializado en un país.
- Inut-output device= dispositivo para la entrada y salida de datos informáticos.

There are some exceptions where spanish is more efficient:

- Aftosa= hoof and mouth disease.
- Pagaré= promissory note.

COGNATES, FALSE COGNATES AND PARCIAL COGNATES:

- Cognates are words which are similar to words in another language in appearance and in meaning.
Mapa = map
- False cognates are words which look alike but their meaning is completely different.
Sopa = soap
- Partial cognates share some meaning but also have their own meaning in each language.

SPANISH		ENGLISH
Intervenir/intervene	mediar, operar quirúrgicamente	interfere

General features:

- ❖ Scientific language is full of cognates, that is why many Spanish professionals understand English books about their field. (hepatitis, cancer, etc.)
- ❖ Cognates invite learners to generalizations, which in a sense is positive since this is done with not too much effort. (personalize = personalizar, formalize, formalizar, etc)
- ❖ Because of cognate students tend to create Spanglish words.

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Protective protectivo (protector)

Vaccination vacunación (vacunación)

Visitor visitor (visitante)

- ❖ Because of some similarities of both languages, students get confused with some words which for them should be the same, but in fact are totally different.

Embarazada embarrassed

Constipado constipated

Lectura lecture

The list which will be provided is by no means complete; its purpose is just to give students an idea and a guide to be used when translating. Since only the false cognates and the partially false cognates may imply difficulty for advanced students, these are the ones which will be listed.

FALSE COGNATES

	SPANISH	ENGLISH
Actual vs Actual	Present, current El presidente actual está enfermo.	Verdadero Actually, I don't want to go.
Advertencia vs Advertisement	Warning	Anuncio
Asistir vs Assit	To attend	Ayudar
Atender vs Attend	To pay attention to	Asistir
Campo vs Camp	Countryside	Campamento
Carpeta vs Carpet	Folder	Alfombra
Constipado vs constipated	To have a cold	Estreñido
Chocar vs Choke	To crash	Sofocarse, atragantarse
Delito vs Delight	Crime	Deleitar music.

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Despertar vs Desperate	To wake up	Desesperado
Disgusto vs Disgust	Displeasure	Repugnancia
Educado vs Educated	Polite	Instruido
Embarazada vs Embarrassed	Pregnant	Avergonzado
Emocionante vs Emocional	Exciting	Afectivo, sentimental
Exito vs Exit	Success	Salida
Fábrica vs Fabric	Factory	Tela
Idioma vs Idiom	Language	Modismo
Largo vs Large	Long	Grande
Librería vs Library	Bookstore	Biblioteca
Molestar vs Molest	Annoy	Acoso sexual
Once vs Once	Eleven	Una vez
Pariente vs Parent	Relative	Padre y madre
Preservativo vs Preservative	Condom	Conservador
Realizar vs Realize	To make, to attain	Darse cuenta
Recordar vs Record	Remember	Grabar
Ropa vs Rope	Clothing	Soga
Sano vs Sane	Healthy	Cuerdo
Sensible vs Sensible	Sensitive	Sensato, prudente
Sopa vs Soap	Soup	Jabón
Soportar vs Support	To bear, to put up	Sostener, mantener
Suceso vs success	Event	Exito
Vaso vs Vase	Glass	Jarrón



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PARTIALLY FALSE COGNATES

	SPANISH	ENGLISH
Adicto vs Adicted	-Adicted -Follower of someone	Adicto
Admitir vs Admit	To admit that something is True	-Dar, permitir entrada -Admitir, reconocer
Apreciar vs Appreciate	To esteem	-Agradecer -Rara vez apreciar
Audiencia vs Audience	-Hearing or meeting -Public attending a function	Público
Argumento vs Argument	Legal or intellectual argument, reason	-Discusión, pelea -Argumento
Blanco vs Blank	-White -Blank	En blanco
Calificar vs Qualify	-To qualify -To grade	Dar cualidad
Cancelar vs Cancel	-To pay -To call off -To erase, eliminate	-Suspend -Borrar, eliminar
Concentración vs Concentration	-To concentrate -Mass meeting	Concentración
Disco vs Disco	-Discotheque -Disco (audio)	Discoteca
Introducir vs Introduce	-Introduce (a topic) -To insert	Presentar una persona o un tema
Real vs Real	-Real -Royal	Verdadero, auténtico
Simple vs Simple	-Plain	Sencillo



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	-Not double	
Votar vs Vote	-To vote -To throw away	Sufragar

PROVERBS

There are some proverbs which already have their equivalent in the other language. This list is intended to help S-E translators know the exact corresponding proverb in order to avoid meaningless translations that would result from a word-for-word translation.

Spanish	English
Más vale pájaro en mano que ciento volando	A bird in the hand is worth two in the bush
A quien madruga Dios lo ayuda.	It's the early bird that catches the worm
No se ganó Zamora en una hora.	Rome wasn't built in a day
Ojos que no ven, corazón que no siente	Out of sight, out of mind
Antes de hablar pensar	Think before you speak
Lo que no cuesta dinero, siempre es bueno	The best things in life are free
El que tiene boca se equivoca	We all make mistakes
Lo que siembres cosecharás	As you sow, so shall you reap
Quien a hierro mata, a hierro muere	They that live by the sword shall die by the sword
Nadie sabe lo que tiene hasta que lo pierde	You never know what you've got till it's gone
En boca cerrada no entran moscas	If you keep your mouth shut, you won't put your foot in it
Lo barato sale caro	If you buy cheaply, you pay dearly
La necesidad hace maestros	Necessity is the mother of

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	invention
Loro viejo no aprende a hablar	You can't teach an old dog new tricks
El que ríe último, ríe mejor	He who laughs last laughs longest
Más vale tarde que nunca	Better late than never
El tiempo es oro	Time is Money
Más vale prevenir que lamentar	Better safe than sorry
A lo hecho pecho	It's no use crying over spilt milk
Nadie está contento con su suerte	The grass is always greener on the other side
No hay mal que por bien no venga	Every cloud has a silver lining
Algo es algo, peor es nada	Half a loaf is better than no bread
No dejes para mañana lo que puedas hacer hoy	Never put off till tomorrow what you can do today
Cuando el gato duerme, bailan los ratones	When the cat's away the mice will play
Cuatro ojos ven más que dos	Two heads are better than one
Quien no malgasta no pasa necesidades	Waste not, want not
Zapatero a tus zapatos	Mind your own business
Quien fue a Sevilla perdió su silla	Finders keepers, losers weepers
Dime con quien andas andas y te diré quien eres	A man is judged by the company he keeps.
Donde hubo fuego cenizas quedan	Where there's smoke, there's fire.

IDIOMS: idioms are established expressions to denote a meaning different from the one it is expected if the components of the expressions are analyzed. Idioms are generally connected to culture and this is one of the reasons why they can lose or change its meaning when translated into another language. However, most

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idioms have either equivalents or have been translated so they can also function in another language.

Once again the list provided here is just to give an idea of how they work.

Spanish	ENGLISH
A duras penas	With great difficulty
A grandes rasgos	Briefly; in outline
A la carrera	On the run
A más tardar	At the latest
A quien corresponda	To whom it may concern
A última hora	At the last moment
Algo por el estilo	Something like that
Buen provecho	Bon appetit
Con las manos en la masa	Caught red-handed
Consultar con la almohada	Sleep on it
Contra viento y marea	Against all odds
Costar un ojo de la cara	To cost an arm and a leg
Cuanto antes	As soon as possible (ASAP)
Cumplir años	To turn
Dar a luz	To give birth
Dar en el clavo	To hit the nail on the head
Dar una mano	To help out
De Guatemala a Guatepeor	From bad to worse
De hecho	As a matter of fact
De memoria	By heart
De pura casualidad	By chance
Dejar a uno plantado	To stand someone up



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Dicho y hecho	No sooner said than done
Dios mediante	God willing
En un abrir y cerrar de ojos	In the twinkling of an eye
En un descuido	When least expected
Entrar en material	To get down to business, to get to the point
Estar a punto de	To be about to
Estar chiflado	To be nuts
Estar de acuerdo	To be in agreement with
Estar de luto	To be in mourning
Estar quebrado	To be broke, bankrupt
Ganarse la vida	To earn a living
Hecho a medida	Made to order
Ir a medias	To split, to go fifty-fifty
Llevarse bien con	To get along well with
Manos a la obra	Let's get to work
Mucho ojo	Watch out
No me importa un comino	I don't give a damn
Pagar en la misma moneda	To get even
Poner la mesa	To set the table
Por casualidad	By chance
Por las buenas o por las malas	By hook or by crook
Salirse con la suya	To get away with it
Tener presente	To keep in mind
Trato hecho	It's a deal!
Y pico	And a little bit



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Appendix # 3 Story to translate

LA FELICIDAD ES EL CAMINO

Nos convencemos de que la vida será mejor después de cumplir los 18 años, después de casarnos, después de conseguir un mejor empleo, después de tener un hijo, después de tener otro...

Entonces nos sentimos frustrados porque nuestros hijos no son lo suficientemente grandes, y pensamos que nos sentiremos felices cuando lo sean. Después nos lamentamos porque son adolescentes difíciles de tratar; ciertamente, nos sentiremos más felices cuando salgan de esa etapa.

Nos decimos que nuestra vida será completa cuando a nuestro(a) esposo(a) le vaya mejor, cuando tengamos un mejor carro o una mejor casa, cuando podamos ir de vacaciones, cuando estemos retirados.

La verdad es que no hay mejor momento que este para ser felices. Si no es ahora, ¿cuándo?

Una de nuestras frases favoritas es de Alfred de Souza: "Por largo tiempo parecía para mí que la vida estaba a punto de comenzar, la vida de verdad. Pero siempre había un obstáculo en el camino, algo que resolver primero, algún asunto sin terminar, tiempo por pasar, una deuda que pagar; entonces la vida comenzaría. Hasta que me di cuenta de que estos obstáculos eran mi vida".

Esta perspectiva nos ha ayudado a ver que no hay camino a la felicidad: la felicidad es el camino. Debemos atesorar cada momento, mucho más cuando lo compartimos con alguien especial, y recordar que el tiempo no espera a nadie.

No espere hasta terminar la escuela, hasta volver a la escuela, hasta bajar diez libras, hasta tener hijos, hasta que los hijos vayan a la escuela, hasta que se case, hasta que se divorcie, hasta el viernes por la noche, hasta el domingo por la mañana, hasta la primavera, el verano, el otoño o el invierno, o hasta que muera, para aprender que no hay mejor momento que este para ser feliz. La felicidad es un trayecto, no un destino.

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*Trabaja como si no necesitaras dinero, ama como si nunca te hubieran herido
y baila como si nadie te estuviera viendo.*

Extraído del libro "La culpa es de la vaca"

Lopera, Jaime y Marta Inés Bernal. La Culpa es de la Vaca. Colombia: Intermedio
Editores, una División de Círculo de Lectores S.A., 2002.



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Appendix # 4 Inventory for Beliefs about Translation (IBT)

Item description	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. Translating helps me understand my readings of books.					
2. Translating helps me write English composition.					
3. Translating helps me remember advanced English vocabulary.					
4. Translating helps me understand English grammar rules.					
5. Translating helps me learn English idioms and phrases.					
6. Translating does not help me make progress in learning English.					
7. The more difficult the English assignments are, the more I depend on Spanish translation.					
8. Using Spanish translation helps me finish my English assignments more quickly and save time.					
9. Using Spanish translation while studying helps me better recall the content of a lesson later.					
10. I like to use Spanish translation to improve English.					
11. The use of Spanish translation may interfere with my ability to learn English well.					
12. Spanish translation diminishes the amount of English input I receive.					
13. At this stage of learning, I cannot learn English					

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without Spanish translation.					
14. I think everyone has to use Spanish translation at this stage of learning.					
15. I will produce Spanish-style English if I translate from Spanish to English.					
16. I prefer my English teachers always use English to teach me.					
17. I feel pressure when I am asked to think directly in English.					

Source: Source: Liao, Posen. "Taiwanese Students' Beliefs about Translation and their Use of Translation as a Strategy to Learn English." PhD thesis. Austin: The University of Texas at Austin, 2002. 10-11.

Appendix # 5 Inventory for Translation as a Learning Strategy (ITLS)

Item description	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. When reading an English text, I first translate it into Spanish in my mind to help me understand its meaning.					
2. I read Spanish translations to help me better understand English articles.					
3. After I read English articles, I use an available Spanish translation to check if my comprehension is correct.					
4. To write in English, I first brainstorm about the topic in					

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Spanish.					
5. When I write in English, I first think in Spanish and then translate my ideas into English.					
6. I write Spanish outlines for my English compositions.					
7. When I watch English TV or movies, I use Spanish subtitles to check my comprehension.					
8. I listen to or read Spanish news first in order to understand English radio/TV news better.					
9. When speaking English, I first think of what I want to say in Spanish and then translate it into English.					
10. If I forget certain English words or expressions in the middle of conversation, I translate from Spanish into English to help me keep the conversation going.					
11. I memorize the meaning of new English vocabulary words by remembering their Spanish translation.					
12. I learn English grammar through Spanish explanations of the English grammatical rules.					
13. I use Spanish translation of grammatical terms such as parts of speech, tenses, and agreements to help					

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me clarify the roles of the grammatical parts of English sentences.					
14. I learn English idioms and phrases by reading their Spanish translation.					
15. I use English-Spanish dictionaries to help myself learn English.					
16. I use Spanish-English dictionaries to help myself learn English.					
17. I use an electronic translation machine to help myself learn English.					
18. If I do not understand something in English, I will ask other people to translate it into Spanish for me.					
19. I ask questions about how a Spanish expression can be translated into English.					
20. When the teacher assigns English articles for reading, I work with others to translate them.					
21. I practice mentally translating my thoughts from Spanish to English in various situations.					
22. I take notes in Spanish in my English class.					
23. I write Spanish translations in my English textbooks.					
24. I try to clarify the differences and similarities between Spanish and English through translation.					
25. When reading					

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English, I try to grasp the meaning of what I read without thinking of Spanish equivalents.					
26. When speaking English, I think of what I want to say in English without thinking first in Spanish.					

Source: Source: Liao, Posen. "Taiwanese Students' Beliefs about Translation and their Use of Translation as a Strategy to Learn English." PhD thesis. Austin: The University of Texas at Austin, 2002. 12-13.

Appendix # 6 Translation Theory Survey

1. When translating you:
 - a. Translate word-for-word
 - b. Translate sentences
 - c. Translate bigger units of meaning such as paragraphs
2. For learning purposes which directionality of translation do you consider best:
 - a. Direct translation (L2 to L1)
 - b. Inverse translation (L1 to L2)
3. How familiar should the translator be with the source culture:
 - a. Totally familiar
 - b. Familiar enough
 - c. A little familiar
 - d. Culture has nothing to do with translation
4. Translation should be used as a technique in advanced levels for improving and mastering ESL

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- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
5. If you were to translate a text, and be accredited for it, would that purpose make you try harder?
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree
6. When translating which do you pay more attention to:
- a. A grammatically correct text.
 - b. The content of the text (keep the message the same).
 - c. Small structures and details (you do not want to leave anything out).
 - d. The vocabulary (you want to find the right equivalent for each word and expression).
7. Did you read the whole text before attempting to translate?
- a. Yes
 - b. No
8. Most students once they have reached the advanced level feel they master the language. Did translation make you realize there were still some aspects to learn or improve?
- a. Yes, many
 - b. Yes, a few
 - c. Not really
 - d. Definitely not

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Appendix # 7 Contrastive Analysis Survey

1. Contrasting L1 to L2 makes the learning of L2:
 - a. Easier
 - b. More difficult
 - c. Confusing
 - d. Enlightening

2. Do you consider that Spanish and English have basically the same structures?
 - a. 90% of the time
 - b. 75% of the time
 - c. 50% of the time
 - d. 25% of the time
 - e. Less than 10%

3. When communicating in English, you care about:
 - a. Getting the message across, with or without mistakes, after all what is important is to be understood.
 - b. Communicating as correctly as possible, even if you don't say much, what you say you want to say it correctly.

4. When working in English, what aspect(s) represent(s) the biggest challenge:
 - a. The need to use certain words that you would not use in Spanish. For instance, the subject, auxiliaries.
 - b. The somehow fixed order of the adjectives.
 - c. The many uses of "ing" (in verbs, nouns, adjectives)
 - d. The conditionals (especially 2nd and 3rd)
 - e. The prepositions in, on, at.
 - f. Phrasal verbs
 - g. Some expressions such as: idioms, proverbs, cognates
 - h. Punctuation and capitalization

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- i. Some special uses of the possessives
 - j. Others.....
5. Advanced learners of English would benefit from advanced Contrastive Analysis lessons
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
 - e. Strongly disagree



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Appendix # 8 Personal Interview

1. How did you translate the story?
2. Did you use any tools? (Dictionaries, online references, etc).
3. Was there any difference between the pre-test and the re-test?
4. What do you think about translation?
5. Has your opinion about translation changed after this experience? How?
6. When do you translate or use your mother tongue? Give examples.
7. Do you find contrastive analysis useful? How?