

**Improving eighth graders' Lexical Competence by using Translation as a
Teaching Technique**

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-Luis Carlos Gil Vélez

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-Laura Jazmín Villa Castaño

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-Francisco Javier Robayo Bolívar

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ABSTRACT

The birth of the Communicative Approach in 1956 and the tedious repetition that learners had to undergo with the Grammar-Translation method implied the stigmatization of the use of the first language in classroom environments. Nevertheless, nowadays, there are authors who support the first language use in foreign language lessons and propose new ways to include it in order to develop the four communicative skills. In this work, the researchers studied the impact of pedagogical translation with an 8th grade class to develop their lexical competence in English. The perception of the students and the language interaction were established by means of data collection instruments such as interviews and observations. In addition, the strategy was adapted and integrated into a pedagogical intervention taking into account previous works like those of Leonardi (2011), Ballester & Chamorro (1991), and Koletnik (2012), and topics from the Suggested Curriculum for the English subject (2016). The results presented in the chapter of data analysis determined that Pedagogical Translation works as a tool to develop lexical knowledge causing a significant improvement, and the positive general perception shown by students displays the acceptance and the benefits of its implementation in foreign language teaching environments.

Keywords: pedagogical translation, teaching method, first language, lexical competence, foreign language.

RESUMEN

El nacimiento del Enfoque Comunicativo en 1956 y la tediosa repetición que los alumnos tuvieron que experimentar con el método de Gramática-Traducción implicaron la estigmatización del uso de la primera lengua en la clase de lengua extranjera. Sin embargo, hoy en día, existen autores que apoyan el uso de la lengua materna en las lecciones de idiomas extranjeros y proponen nuevas formas de incluirlo para desarrollar las cuatro habilidades comunicativas. En este trabajo, los investigadores estudiaron el impacto de la traducción pedagógica con una clase de 8º grado para desarrollar su competencia lexical en inglés. El tipo de percepción de los alumnos y la interacción lingüística se establecieron mediante instrumentos de recopilación de datos, como entrevistas y observaciones. Además, la estrategia se adaptó e integró en una intervención pedagógica teniendo en cuenta trabajos anteriores como los de Leonardi (2011), Ballester & Chamorro (1991) y Koletnik (2012), y temas del Currículo Sugerido para el tema en inglés (2016). Los resultados presentados en el capítulo de análisis de datos determinaron que la traducción pedagógica funciona como una herramienta para desarrollar conocimiento lexical. Igualmente, la percepción general mostrada por los estudiantes muestra la aceptación y los beneficios de su implementación en entornos de enseñanza de idiomas extranjeros.

Palabras clave: traducción pedagógica, método de enseñanza, lengua materna, competencia léxica, lengua extranjera.

Introduction

As it is well known nowadays, we live in the era of globalization where countries have become interdependent, not only economically, but also culturally. The borders between nations have now been blurred due to the impressive growth of information and communication technologies and the use people have made of these. Thanks to the ICT (Information and Communication Technologies), it is possible to have access to any piece of information related to any field of knowledge in the blink of an eye, to learn about any subject of one's interest, to find any form of media (music, films, radio stations, TV series, magazines, etc.), or to get in touch with anybody that has access to internet all over the globe. These are just a few examples of what telecommunication has made possible, and it has been because of this easy exchange of information and knowledge that humans all around the world have started to assimilate and adopt foreign practices within their culture, including traditions, behavior patterns, rituals, art and language, etc. It is something that was not yet conceivable a century ago.

People have always felt so attached to the culture they grow in that it was, and still is sometimes, very hard for them to accept all the changes that come with this course of things. However, it is an unavoidable situation since the economic growth, the opening of borders, and the importing and exporting of products, etc., lead to an incorporation of new elements to any culture that participates in this process; language makes part of those elements that are exchanged. Additionally, it must not be forgotten that language is an essential part of culture, and that one cannot be conceived without the other.

Taking into account what has been said, and that it has become imperative to find strategies to survive in a competitive society, many governments around the world have decided to introduce English as a second and official language to their countries through their public educational programs.

The fact that English is currently the language of the economic powers cannot be overlooked. It is because of that fact that it is being taught in every corner of the globe, and it is considered a lingua franca in many cases. This is why the Colombian government has also created several programs to enhance the teaching of English as a second language in public schools. Authorities, politicians, economists and people from the field of education recognize the impact that knowing a foreign language has on the economic evolution of the country and on the quality of life of its citizens.

Given that learning a foreign language has become so important in recent times, many teaching methods and approaches have been developed throughout the last decades, each claiming to be very effective and even better than the previous one. Because of this promotion, many methods have been left aside, ignored or stigmatized. This is the case of the Grammar-Translation Method, which was employed mostly during the XIX century by teachers of Latin and Greek language. It is known by making students translate long texts from their target to their native language, memorizing and systematizing grammatical rules, and making little emphasis on spontaneous oral communication.

Despite its believed deficiencies and disadvantages, this method has been, and still is, used by some teachers. In the Colombian case, it has been proven that it is not as effective as other methods to teach English, which reflects on the little to nonexistent

capacity of high school students to understand and produce texts in English, according to the results of the ICFES exams (Ministry of Education, 2016). Nevertheless, some authors like Kavaliauskienė (2009) claim that using the mother tongue in the ESL classroom is useful and it should be encouraged. There are many purposeful ways in which activities that include the first language of students and translation can be implemented in the classroom to improve students' foreign language performance. Besides, students of any foreign language have already developed their linguistic awareness since they master their first language, and its use should be seen as something useful and appropriate to do in the right measure, not as something detrimental for the learning of a second language (Dégi, 2010).

Moreover, the fact that expanding one's vocabulary in the foreign language is fundamental to communicate one's ideas cannot be disregarded. Humans have assigned a word to name everything in the world, so it is absolutely necessary to expand the quantity of words learners know for them to comprehend a wider range of topics, be it orally or in a written way. Therefore, this research aims at improving students' knowledge of vocabulary in L2 by using pedagogical translation as a teaching technique. The researchers will use varied translation activities in the classroom to focus on expanding vocabulary in L2 without falling in an overuse of the native language or a misuse of translation, so that other teachers and authorities in ELT have their doubts about the role of the first language in the ESL classroom clarified and be able to take advantage of it properly.

1. Research problem

During the XVIII and XIX centuries, learning foreign languages was a sort of privilege for a much reduced elite, and it focused mainly on two dead languages: Greek and Latin. Teaching practices were dominated by the Faculty Psychology Approach, which conceived the mind as a set of compartments each of which accomplished a different mental task. The Grammar-Translation Method derived from this approach, and consequently, it was held that mental discipline was fundamental to develop and strengthen the powers of the mind. Due to this view, learning consisted almost exclusively in learning lessons by heart and repeating them accurately; therefore, creativity and problem solving were not considered abilities to develop, but as lack of discipline and rigor. It was because of this perspective that learning foreign languages dealt with the memorization of grammar rules and long classical literature passages of the Greeks and Romans, as well as with the translation to the learners' mother tongue of those literary works in the most precise way. However, it all started to change in the 1960's with the rise of the Communicative Approach which was based on Chomsky's ideas of competence and performance in language learning. This new point of view modified the dynamics of the foreign language classroom as they began to emphasize more on conveying meaning and using spoken language rather than grammar, writing and translating texts to the mother tongue. In fact, during the last two decades, the most supported approaches by teachers, methodologists and linguists have been the ones that deal with immersion and oral communication above reading and writing, and the role of the mother tongue in the foreign language classroom has been discredited,

regarded as something totally useless and even detrimental for the development of the communicative competence.

For that reason, EFL and ESL teachers around the world have a stigma on the usage of the mother tongue in the classroom, and even more on translation as a teaching technique. Many simply do not use it because they see it as something that will not bring any benefit to the learners. Teachers in academies, high schools and universities try to avoid using the native language of the students to the maximum, claiming that being immersed in the language during the class is the best way they have to improve their listening, writing, reading and speaking skills. This situation is reported by Venuti (2013):

Since the late 1960's, the most prevalent form of foreign-language pedagogy has been "direct communication" or "total immersion", in which the goal of native proficiency leads to the suppression of any teaching methods that might require the student to rely on the mediation of English (his mother tongue)¹. Consequently, translation has been stigmatized and excluded as a method of foreign-language instruction, even though it served precisely this purpose for centuries (p.62).

Certainly, translation has served the purpose of teaching a foreign language for many years, but the truth is it has also been overused, and at least in the Colombian context, it is a method that has not offered good results in the public education system, where it is still widely employed; perhaps due to a misuse of it and to the lack of planning of the activities that include translation. As it is demonstrated by the ICFES exam results of English in 2016, 48.64% of students who took the exam were classified in A1 and A2 levels according to the CEFR (Common European Framework of

¹ Parenthesis added by the authors of this research project.

Reference for Languages), but 41.09% did not even reach A1, and only 10.27% were classified between B1 and B2 (Ministry of Education, 2016), which are the true goals of the government for students who finish high school. This is why it is essential to have teachers who are trained in several methods and approaches and who know how to take the best out of each one for the benefit of the learners. Consequently, overuse of translation and grammatical explanations should be avoided; it is all a matter of balancing, planning and using different strategies in the right way.

Regarding students' knowledge, it is considered that learning a new language is like learning to speak from the very beginning, but foreign or second language learners already have knowledge about language. They already speak one and understand how a linguistic system functions, so it is not necessary to start the process all over again as if they did not know how to communicate. As Ballester & Chamorro (1991) stated:

La adquisición de la L1 se produce paralelamente al desarrollo cognitivo. La adquisición de la L2 parece incluirse, sin embargo, dentro de un aprendizaje general, y necesita la lengua que ha estructurado el estado cognitivo del aprendiz, es decir, su lengua materna para interiorizar las nuevas destrezas (p. 396).

This idea leads many people, especially teachers, to reflect on the role that has been assigned to the first language in the ESL/EFL classrooms. In effect, the Natural Approach defended by Krashen (1981), which consists in acquiring a new language just as the first one was acquired (through a subconscious process and forgetting completely about the first language of the learner), is just a way, indeed a much longer and slower one, to learn a language, but it is neither the only nor the best one. Every human being who has grown up in a normal environment has acquired a native

language, and languages are systems that share lots of similarities despite the fact that people tend to think of a different language as an unintelligible code at first. Teachers and learners could and should take advantage of the already existing linguistic knowledge to make of the learning process much easier and faster one. It is not about learning new meanings since there is no new meaning; language is all about the same world and same reality.

It is for that reason that translation and the use of the mother tongue should be regarded as teaching techniques rather than harmful actions. Moreover, it is not possible to avoid the inner translation the learner makes throughout this process. There was already research on the field by the end of the last century, and some experts supported the idea that people who discover a second language reorganize this experience through their mother tongue, and words and structures in the second language do not get charged with meaning if it is not by the filter of their first language (Ballester et al., 1991, p. 395). This means learners already have a cognitive development and knowledge of the world, and any new information will be assimilated through their first language, including a second language.

Although translation can be implemented to work on the development of any language skill, the purpose of this research has to do with the improvement and increase of learners' knowledge of vocabulary in the second language using translation as a teaching technique. It is well known that when students have achieved a certain comprehension of the second language structure, what they lack most of the time is the proper and accurate words to make themselves understood by their interlocutors. Being able to remember and name numerous things is a crucial ability to make progress in

second language learning, and although it can be developed along with any other skill, it is good to dedicate some time to focus exclusively on teaching vocabulary during ESL/EFL lessons. Again, many English teachers claim that for students to learn to think in the foreign language, they should always give the definition of the word or any synonym in English, evading translating the word or phrase. However, using translation as a strategy can be helpful for learners to increase their vocabulary. As a matter of fact, the use of the first language by the teacher allows students to find similarities and differences between English and the language they know best, to use translation as a way to understand form and meaning, to check students' comprehension of instructions or texts, to check exercises with their classmates and to learn vocabulary finding direct equivalents (as cited in Hitotuzi, 2006, p. 166).

Bearing in mind this new perspective on translation and the current need cultural and economic globalization creates for people to learn to communicate in a foreign language, it is necessary to think about the most efficient and effective ways for learners to develop their vocabulary in L2, and translation could simplify this process by sort of creating a shortcut.

Taking into account the previous information, the following research questions and objectives arise:

1.1 General Question

How does translation as a teaching technique influence students' lexical competence?

1.1.1 Specific Questions.

Which are the methods teachers generally use to teach vocabulary in the EFL classroom?

How can translation be used as a teaching technique to expand the learners' vocabulary in L2?

What is the impact of translation as a teaching technique on the students' the lexical competence in L2?

How do students perceive the use of translation to improve their lexical competence in L2?

1.2 General Objective

To establish how translation as a teaching technique influences students' lexical competence.

1.2.1 Specific Objectives.

To determine the methods teachers generally use to teach vocabulary in the EFL classroom.

To describe how translation can be used as a teaching technique to expand the learners' vocabulary in L2.

To evaluate the impact of translation as a teaching technique on the students' lexical competence in L2.

To identify students' perception about the use of translation to improve their lexical competence in L2.

2. Justification

Owing to the fact that English is the language that is being taught the most all around the world, including Colombia, and that it has become an essential element to be able to cope with the economic and cultural challenges that globalization proposes, this research is carried out to shed light on one of the questions that concern people involved in English Language Teaching the most: how can teachers make the learning of English as a Foreign Language a more efficient process? Nowadays, there is a need for methods and strategies that boost the foreign language learning process, especially here in Colombia, where the government has set several goals in respect of bilingualism and English as a Second Language in public institutions. There are many goals in terms of bilingualism, but not so many specific proposals as to how ELT could be enhanced to reach them. In addition, it has been considered for a long time that the first language should be avoided at all costs in the EFL classroom due to the supposed hindrance it meant to the learning process of a foreign language. However, there are many recent researches that support a measured use of the mother tongue and argue that teachers should be taking advantage of the knowledge students already have about language.

Taking that into account, this research looks for finding a place for translation as a teaching technique in the EFL classroom, being specifically used to teach vocabulary since it is a tool without which students would not make any progress in their learning. If they already possess some knowledge about the world and have already given form to many concepts, the job of the English teacher is to provide a new way to see things and name them.

After having reviewed the information that exists about using Spanish and translation in the EFL classroom, it was possible to note that it is still necessary to study in depth what is the impact of integrating the mother tongue in the English class in the Colombian context. Therefore, the results and findings of this paper will help students and teachers of Colombian institutions decide whether they can make a good use of translation activities in the classroom and get benefit from the knowledge of Spanish as a first language to learn vocabulary in English in an easier and more efficacious way.

3. Theoretical framework

After having identified the main concepts that support this project, an extensive search was carried out to find the most precise way to define the terms and show their links to the present study. In this chapter, the researchers will be explaining the concept of bilingualism: who can be considered bilingual and how the cognition of these people is influenced by this fact. Then the concept of lexical competence and its relation to vocabulary will be dealt with. It will also be of importance to make a distinction between first, second and foreign language, as well as to describe the process of translation and how it can be used in an EFL classroom. Afterwards, some light will be shed on the concepts of teaching method and technique and, finally, the concept of Code-switching will be clarified.

3.1 Bilingualism

The first concept to be defined because of its great importance for the present research is bilingualism. It is on the basis of bilingualism that the choice of the other terms of this theoretical framework makes sense, and that the statement of the problem finds its justification.

One of the existent definitions of bilingualism is the one given by Baker (2001), who moves away from the twentieth century belief that bilingualism was the fact of possessing a total mastery of two languages. The author argues that this definition is simplistic and incomplete since there are many angles from which to look at bilingualism and many linguistic aspects to be considered before understanding what it

is. The concept of bilingualism can be explained from the point of view of sociology, sociolinguistics, social psychology, politics, geography, education, etc. In the same way, these different sciences will try to describe bilingualism in terms of individual or group possession. In respect to individual bilingualism, Baker (2011) states this:

If a person is asked whether he or she speaks two languages, the question is ambiguous. A person may be able to speak two languages, but tends to speak only one language in practice. Alternatively, the individual may regularly speak two languages, but competence in one language may be limited. Another person will use one language for conversation and another for writing and reading. The essential distinction is therefore between **language ability** and **language use**. This is sometimes referred to as the difference between **degree** and **function** (p. 3).

Baker makes this comment to explain that there is not a short and concise definition of the term bilingualism because it should not be seen as 'black or white'; that is to say, it is not about the extremes of having a native-like mastery of two languages or of only knowing some basic phrases in another language. Bilingualism is instead, according to this author, a multicolored canvas, and language users can find themselves at any spot of it. Bilingual individuals may have different levels of competence in the four skills for each language and perform more or less successfully depending on the context, the knowledge they have about a subject, the tasks they are used to carrying out in one language or another, and their mastery of sub-skills (vocabulary, pronunciation, accurateness, and grammar correctness). However, there is always a danger of being either too exclusive or too inclusive. For this reason, there are several categorizations of bilingual individuals according to the different characteristics they may exhibit. Baker (2011) presents the classification Valdés and Figueroa (1994)

propose: speakers can be divided by age (simultaneous, sequential, late), by ability (incipient, receptive, productive), by the balance of two languages, by development (ascendant, recessive), and by the context in which language is acquired and used (p. 3).

The definition of the ideal bilingual supported by Bloomfield (1933) is just one the many types of bilinguals. They are specifically called Balanced Bilinguals, and Baker describes them as “someone who is approximately equally fluent in two languages across various contexts” (Baker, 2011, p. 7). Nonetheless, Baker (2011) and Grosjean (2010) hold that encountering this kind of bilinguals is quite rare because these individuals usually choose to speak in one language or another in different contexts and to different people. In addition, this definition implies that a speaker may have a low level of proficiency in both languages, but be considered bilingual. Grosjean (2010) has also pronounced on this view of bilingualism, and he considers, like Baker (2011), that the definition of bilingual individuals being people who are perfectly fluent in both languages, who have grown up with both of them and who have no accent in any of them is just a myth and a common misapprehension (p. 20). Furthermore, Grosjean (2010) states:

[...] Most bilinguals use their languages for different purposes, in different situations, with different people. They simply do not need to be equally competent in all their languages. The level of fluency they attain in a language (more specifically, in a language skill) will depend on their need for that language and will be domain specific (p. 22).

Thus, he proposes to define bilingualism in terms of language *use* instead of language proficiency. The reason is that nobody will make use of his languages to the

same extent in all domains of life (family, friends, work, sports, education, shopping, hobbies, etc.). In addition, competence in each of the language skills may significantly vary from one language to another. In consequence, Grosjean (2011) describes bilinguals in the following way: “bilinguals are those who use two or more languages (or dialects) in their everyday lives” (p. 22). Bilingualism cannot be reduced to having a high level of proficiency in two or more languages since it should take into consideration that speakers may have a preference for one of the two languages depending on the context they find themselves in or the task they are carrying out.

Getting back to the distinctions made between bilinguals depending on the age at which they acquire a second language, there is that of simultaneous and sequential bilinguals (Baker, 2011, p. 87). Simultaneous bilingualism occurs when the child acquires both languages at the same time early in life. For example, if one parent speaks Spanish and the other parent speaks French, the child will ultimately develop communicative skills in both languages. On the other hand, sequential bilingualism occurs when the child is exposed to only one language at home, but is later immersed in other contexts where another language is spoken such as the elementary school or the kindergarten (Ibíd.). This fact leads to the identification of two ways of acquiring language: the informal (at home, in the street, etc.) versus the formal way (at schools or language academies, etc.).

Owing to the reason that this research is carried out in a context where all subjects are, or will be, sequential bilinguals, some other related aspects should be mentioned. First of all, late learners might count on some benefits at the moment of learning a second language. For example, the linguist Lily Wong Fillmore, mentioned by

Grosjean (2010), expresses how late children learners come to the task of learning a language:

[...] These children do not come to the task empty-handed; they already possess social, linguistic, and world knowledge; they know what language is used for and what settings it is used in. All of this is of great help to them in learning the new language (p.186).

This is true not only for children, but also for teenagers and adults who learn a second or foreign language. These people have already learned how to use a language and have unconsciously acquired information about language functioning, plus they possess certain knowledge of the world which facilitates the assignment of meaning.

Second, to account for the different ways to learn a second language according to the setting, Baker (2011) gives further explanation on informal and formal learning. Informal learning is described as something incidental that may happen through a screen (television, video games, etc.) or in the street thanks to the interaction with neighbors and peers. As for the formal learning, the author presents it as the conscious process of learning a language in an institution like the school. To mention some of the ways in which learners get in touch with the second language, this author also says that “through second language and foreign language lessons, via language laboratories and computer-assisted language learning, drill and practice routines, immersion classes, drama and dance, the initial stages of monolingualism to bilingualism may occur” (p. 94). Nevertheless, he declares that in spite of the extensive foreign language teaching around the world, the results of formal language learning are not the best. To illustrate this, he affirms that in the USA, only one child out of twenty becomes fluent in a foreign

language following formal instruction. He also states some of the reasons why this happens:

There are various popular reasons for such failure: the emphasis on reading and writing rather than on authentic communication; having a low aptitude to learn a second language; a lack of motivation and interest, and a lack of opportunity to practice second language skills. Another popular explanation is attempting to learn a language too late [...] (Baker, 2011, p. 94).

However, regarding the age issue, Baker claims that although some children may exhibit higher proficiency in a second language when learning it early in life, it does not mean that adults cannot reach high proficiency as well. Singleton (1989) is cited in Baker (2011) to debunk several unfounded beliefs about children being better learners than adults. Overall, it is claimed that children may have some advantages like more time to learn, or a better ability to identify sounds and produce them, but it has not been proved that they perform better at second language acquisition.

3.1.1 Bilingualism and Cognition.

In regard to how bilingual people's brains work in terms of their mental representations, there are several hypotheses. These hypotheses were at first concerned with the independent/interdependent functioning of the languages a bilingual speaks. Researchers attempted to prove that early bilinguals showed more interconnections between their languages than late bilinguals. However, Kolers (1963) reformulated the research, and this inter-relatedness was analyzed in terms of memory storage. Therefore, two hypotheses were proposed: one that defended a **separate storage** and another that advocated for a **shared storage**. The separate storage

hypothesis held that bilinguals had two different language storage systems and that the only way of communication between them was a translation process. The shared storage hypothesis argued that bilinguals possessed two different input and output systems stored in one single compartment. Nonetheless, it was later considered that there was evidence for both hypotheses, which were mutually excluding, and thus they needed to be rejected (Baker, 2011, p. 144). To solve this issue, Paivio & Desrochers (1980) developed the bilingual dual coding systems. This theory suggests that there were, indeed, two separate verbal language systems, but they added a third separate non-verbal imagery system which kind of played the role of mediator between the two languages and stored a conceptual system common to both. Besides, there were strong channels of communication between the three systems, and “the interconnections between the two languages comprising association and translation systems; common images also being mediators” (Baker, 2011, p. 144). This theory aims at improving the comprehension of information processing and construction of meaning in bilingual minds.

3.2 Lexical Competence

When doing research on the concept, it was found that there are more dictionary definitions than valid theories where lexical competence is one of the central aspects. However, the following authors are some of the few that have tried to give a precise description to the term. For instance, Caro & Rosado (2017) define it as follows:

Lexical competence is a cluster of knowledge (form, meaning and use of a lexical item), abilities and skills that a person develops and deploys in different contexts of communication. Learners can resort to their mental lexicons and construct varied relationships, which contribute to lexical size and depth by activating knowledge appropriate to the communicative purpose, the interlocutor and the social context (p. 3).

This definition makes it easier to identify the distinction between lexical competence and lexicon stating that the competence has to do with the ability to draw upon one's mental lexicon and make use of it adequately depending on the communicative intention. Moreover, it is not only about knowing lots of words in a language and being aware of their different dimensions, but also about integrating this competence with the pragmatic and sociolinguistic competences.

On the other hand, Tanaka (2016), who is another author that has talked about lexical competence, mentions Miller (1978) to explain that a person is lexically competent when they have stored in their brains certain information about a word. This information includes several linguistic dimensions. First of all a lexically competent person must master the pronunciation and spelling for written words (phonology and morphology). In the second place, a person must know the categorization of words and where they belong to, that is to say, the group of verbs, nouns, adverbs, adjectives, etc. (parts of speech). Also, it is claimed that lexically competent people must identify the sub-categorization of words according to the syntactic context (avoiding ambiguity and misunderstandings). In the third place, lexically competent people must know the different meanings and definitions of the concepts, words and sentences, as well as the existent relationships between them and when it is necessary to choose one or the

other (semantic context). Finally, people who are lexically competent must know if a word is used appropriately in a social context, if it evokes different connotations and the role it plays in a specific situation.

People who have in their brains the previous knowledge, or in other words, people who are lexically competent become sensitive to certain phenomena in semantic terms like identifying ambiguous words and using them in the right context. Also, these people are able to understand anomalous sentences in a context and their comprehension of messages does not result affected by contradictory or redundant sentences and they are able to discern nuances of meaning. In addition, lexically competent people are able to make conclusions and relations according to the sentences that are uttered, and they can attribute characteristics to a concept not necessarily related to the meaning of the word (for example “politicians are dishonest”). Finally, lexically competent people may associate words with different meaning but that are commonly seen together like “sea” and “beach”.

Overall, lexical competence can be briefly defined in the following terms:

In other words, one should be able to pronounce the word in question, to know its part of speech, to know how the word is used in a clause, to know the basic meaning of the word and the restrictions on the usage, to know the situation where the word can be appropriately used, and to know the relation to other words in larger than sentence contexts (Tanaka, 2016, p. 3).

Tanaka (2016) also draws a distinction between inter-lexical and intra-lexical competence:

| The Inter-lexical Domain | The Intra-lexical Domain |
|---|---|
| <p>The inter-lexical domain explains how people organize words, sentences, metaphors, idioms, etc., in their brains. This way of organization is made by an inner classification; the brain hears the word and then recognizes if it is a noun, verb, adverb, adjective, etc. In that way, vocabulary increases. Also, the brain makes relations between words in order to understand a context. For example, the word “kitchen” may be related to food, cooking, chef, cutlery, etc.</p> | <p>The intra-lexical domain is understood as the storage and identification of the several senses a word might have in contrast to its meaning. According to Vygotsky, meaning remains stable while the senses are given by the word in context. This domain deals with polysemy. A language user's ability to choose a word correctly improves as the meaning becomes more specific.</p> |

Figure 1: Interlexical and Intralexical Competence (Figure created by the researchers)

3.2.1 Lexical Competence or Vocabulary?

In addition, Tanaka (2016) says that through vocabulary teaching learners may improve their lexical competence. With this statement, this author establishes a difference between lexical competence and vocabulary, and also explains that

vocabulary feeds lexical competence. It is necessary to define vocabulary in order to clarify the difference between this term and lexical competence. According to Hatch & Brown (1995, p.1) vocabulary is defined “as a list of words for a particular language or a list or set of words that individual speakers of language might use”. In addition, Nation (2001), quoted in Fortes (2007), states that “vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood in and out of context rather than guessed at”.

In this way, it can be seen that vocabulary has to do more with the number of words an individual can identify and give meaning to, while lexical competence encompasses vocabulary knowledge and the ability to utilize it in diverse situations.

3.3 First, Second and Foreign Language

Understanding these three concepts is vital for the further comprehension of this research and the English Language Teaching. The first of these concepts is first language, also referred to as mother tongue.

Mother tongue or first language is the language that every individual first acquires unconsciously in a society and is the necessary key to help the learner understand and perceive the environment, attaching experiences and its concepts to the language. As Dolz, Mosquera & Gagnon (2009) mentioned, first language is linked with the familiar context, as a single code that is only learnt with close relatives. But Urbano (1982) (as cited in Dolz et al., 2009) stated that in a multilingual environment,

where every member of a family speaks a different language, this definition does not apply, so first language is considered as the language that can equip the learner not only with an individual and familiar identity, but also with a social identity that can be shared with members of the community where the speaker lives. Furthermore, Dolz (2004) (as cited in Dolz et al., 2009) gave an educative context to this concept, pointing that the first language must be the first instrument of the individual in order to acquire further knowledge of the world.

The following concept is second language, which most of the times is mistaken for foreign language. To understand this concept, it is important to take into account the territories and communities where several languages coexist. The individuals of a territory with this characteristic will acquire or learn a second language because of the constant contact with a language different from the mother tongue. One the definitions found for second language is the one proposed by Dolz et al. (2009): “The concept *second language* designates a language which has an official status in the territory where it is learnt” (p.127). However, Punchihetti (2013) describes a problem in this definition pointing that not all the second language speakers acquire an officially accepted second language or learn a second language in the same territory of their first language:

Nevertheless, in certain other cases, a learner’s *second language* is not determined by the country in which he lives but by his immediate family and social entourage. In such a situation, his *second language* could be different to that of the country in which he resides: If the learner is issued from a bi- or multilingual home or minority community in his native country (e.g. Tamils in Sri Lanka), or if the learner has immigrated to another country as a youngster speaking his own *first language* (e.g. Tamils in France), etc., he would learn as his *second language* the

first language of the country's majority or, in the case of a vast country, that of his region (p.5).

From this definition follows that a second language has to do with geographical matters and the place of residence of the speaker in respect to the languages he may know. If a subject speaks a language different from his mother tongue, and this is not spoken in the country he lives, it will be considered a foreign language. Nevertheless, Arévalo & Suárez (2013) suggest that the definitions of second and foreign language could be enriched by paying attention to the affective perspective of the individual, and present the following definition:

De este modo, la L2 sería la lengua más próxima a la L1, concebida como sustituta cercana de la lengua materna, y estrechamente relacionada con los ámbitos de trabajo y estudio, sobre todo. Por el contrario, la LE no deja de ser 'extranjera' (i.e. que no es propia), si el aprendiente no siente un acercamiento cultural verdadero ni una identificación con los hablantes de la lengua que está estudiando, o que ya ha aprendido. En efecto, es un hecho comprobado que cuando el alumno no se siente identificado ni con la cultura ni con la sociedad que habla esa otra lengua, la siente como lejana y distante (p. 83).

Another difference between the languages a person knows is made according to the number. It is possible to have a first and a second language, but several foreign languages, thus the place of the second language is quite restrictive. Arévalo & Suárez (2013) state that:

Dicha apropiación afectiva de la L2 y de rasgos de su cultura puede llevarla a funcionar dentro del mundo comunicativo del hablante/alumno y de su pensamiento a un nivel tan cercano del de la lengua materna — incluso a reemplazarla total, parcial u ocasionalmente— que acaba convirtiéndose en una parte de la caracterización identitaria del individuo (p. 84, as said by Pato & Fantechi, 2011).

From these definitions, it may be said that English in Colombia is considered a foreign language for the most part of the population, but there may be some individuals in the country that consider it to be their second language depending on where, when, how they acquired it and how they feel towards it. Punchihetti (2013) stated that the foreign language has not a direct relationship with the individual in the social or personal life. Also being a language which does not share territory with the first language, the learning of a determined foreign language is a personal choice, taking into account the popularity of certain foreign languages and the academic, cultural and social circumstances and interests of the learner.

3.4 Translation

Since one of the main concepts that support this research is that of translation, it is necessary to, first of all, take into consideration a general definition to the term. According to the Interpretive Theory of Translation proposed by Lederer (2014), this concept refers to the process of linguistic decoding of an original text in a given language, the subsequent understanding of the idea, the grasp of the emotional value of the message, and finally, the reproduction of all these elements in the target language (Ibíd.). It is thus argued by him that all translators follow the same process each time they make a translation either of a written or oral text. They go through two definite phases called *understanding* and *re-expression* of a *text*. Before the *text* is understood, there must be linguistic and extra-linguistic input, and the quality of the

phase of *re-expression* depends on the translator's communicative skills, and knowledge of the target language as well as knowledge of the subject.

To explain where the extra-linguistic knowledge comes from, Lederer (2014) differentiates between word-translation, sentence-translation and *text*-translation. She states that word-translation is the simple search of an equivalent term for each word on a sentence without bearing in mind where it is said or who says it. She also affirms that it should be used only for specific purposes, perhaps as a means of contrasting meanings, but warns about the disadvantageous consequences of using it as a translation method when more rigorousness is needed. Sentence-translation is explained as the equivalence found after taking into account relationships between words and their order, leaving aside, however, the context in which such sentences are told. Finally, *text*-translation is regarded as the method every translator should rely on, since it encompasses an accurate linguistic translation and a good integration of the context that frames the sentences. In other words, it incorporates extra-linguistic knowledge. This same author holds that it is only after having grasped the meaning of the text, and after having thoroughly comprehended the background situation it is embedded in, that an individual is able to coherently re-express the text in the target language. Indeed, it is claimed by Lederer that the whole process of interpretation is a subjective one, and that subjectivity should not hinder the outcome of the translation:

The production and understanding of texts are subjective activities since when we write or read we bring to this task our own way of seeing and of feeling the world, our own life experience, by definition unique, personal associations of ideas, etc. Our thoughts and knowledge are subjective and personal and the form we use to express ourselves is also subjective (p. 100).

This means that there could be multiple translations for the same text and all of them could be correct if individuals knew how to transmit all the dimensions of the message into the target language. Furthermore, by stating that people's associations of ideas and knowledge are subjective, it can also be understood that the relationships between the languages inside the mind of an individual are unique.

Another definition of translation that helps widen its understanding is the one formulated by the linguist Roman Jakobson (1975), who proposed three categories for translation: *intralingual*, *interlingual* and *intersemiotic*. Jakobson draws a distinction between these concepts since he holds that to get to the meaning of any sign, the human mind always makes a translation that facilitates comprehension. Intralingual translation, or *rewording*, takes place when a subject searches for synonymous words or draws on circumlocution to get a good grasp of the message being received. Interlingual translation, or *translation proper*, occurs when an interpretation of linguistic signs is made by means of some other language. Lastly, intersemiotic translation refers to the reconstruction of linguistic meaning using the signs of a nonverbal system.

For the purposes of this research, it is necessary to deepen a little into the concept of interlingual translation. This author believed that reaching a full equivalence between different languages was very rare because of differences in connotations and grammatical rules, among other reasons. Therefore, what is most frequently made is a substitution of the message from one language to another, instead of transference of single words. Extracting the meaning of any linguistic sign involves coming up with two equivalent messages in two different codes. For this reason, he claims that "no

linguistic specimen may be interpreted by the science of language without a translation of its signs into other signs of the same system or into signs of another system” (p. 430).

Before wrapping up the definition proposed by Jakobson (1975), it is worth noting one last quote that refers to the cognitive capacities involved in the translation process: “A faculty of speaking a given language implies a faculty of talking about this language. Such a “metalinguistic” operation permits revision and redefinition of the vocabulary used” (p. 431). In other words, any language user has the ability to get help from any other sign system he knows in order to make sense of any word or message he comes across, hence reaching a better understanding of the meaning signs carry.

3.4.1 Translation as a Cognitive Strategy.

After all the years that translation and first language usage were banned from the foreign language classroom, a new perspective has been developed during the last two or three decades concerning the advantages that integrating these elements could have on the learning process. The role of translation and the first language of learners in the development of communicative skills in the foreign language have been widely studied in several parts of the world. Ballester & Chamorro (1991) allege that despite the reticence of L2 teachers to give room to translation and first language in their classes, it is an unavoidable cognitive mental process due to the fact that the learner has already made sense of the world through his first language. Its acquisition and the cognitive development occurred simultaneously, while the learning of a second language makes

part of a general learning, and it needs the first language to help assimilate the new skills. Consequently, these authors hold the following:

Aunque el profesor prohíba la traducción en voz alta, a la hora de asociar a un objeto o a una acción un determinado significante de la L2, se produce además en el aprendiz otra asociación mental con un significante de la lengua materna. [...] si la traducción es un proceso mental difícilmente controlable, es absurdo intentar evitarla (p. 396).

As for the way translation is employed in the foreign language classroom, they make a difference between translation as a cognitive strategy, explicative translation and pedagogical translation. In respect to the first, these authors claim that although it is not possible to have a control over internalized translation, learners should at least be taught to 'interpret' rather than to translate statements, and to be aware of the multiplicity of meanings those statements may have.

Concerning explicative translation, the authors also explain several situations in which they recommend its practice, such as making sure instructions were understood, amplifying the meaning of a concrete term, when teaching false cognates and to clarify ambiguity of meaning. In their own words "la traducción interlingual -de una lengua a otra- ofrece entre otras la ventaja de diluir las ambigüedades que la traducción intralingual -que emplea recursos de la L2: sinónimos, paráfrasis- puede generar en ocasiones" (p. 399).

In the last place, they define pedagogical translation, which is addressed next.

3.4.2 Pedagogical Translation.

Ballester & Chamorro (1991) quote Widdowson (1980), who proposes pedagogical translation as a means of making the learner aware of the functioning of the foreign language by an overt reference to his first language. It is claimed that there are several types of translation activities that, for instance, draw learners' attention to the difference or similarities between discourse forms. Through pedagogical translation, learners make a greater use of lexical, grammatical and pragmatic knowledge than with other didactic procedures, and finally, they use language in a real communicative situation improving their skills at the same time.

Another author that has recently discussed pedagogical translation is Leonardi (2011), who states that since translation is a naturally-occurring cognitive activity, learners should be encouraged to make use of it in the best way and teachers should guide the process to avoid interference of and overreliance on the first language. She asserts that "the use of pedagogical translation [...] presupposes the use of both oral and written skills and translation activities can be carried out either in L1 or L2 or both at the same time depending on the teaching targets" (p. 19) . This means learners will be using all of their communicative skills to accomplish a task involving both languages, plus developing a fifth skill proposed by Leonardi (2011): "Pedagogical translation, therefore, is the fifth skill which supports and complements the other four language skills and its application in the FL class can be a good way to foster bilingualism" (p. 22).

This type of translation is to be linked neither with the Grammar-Translation Method nor with professional translation where it is considered mainly a product. Instead, pedagogical translation in foreign language teaching becomes a tool to enhance the learning process and sharpen the communicative ability. In conclusion, Leonardi (2011) considers that including translation-based activities in the classroom supposes many advantages:

The proper use of pedagogical translation can show how this activity is not uncommunicative and that it does not merely focus on accuracy. Translation exercises can serve a variety of purposes ranging from linguistic problems to more cultural, semantic and pragmatic concerns. Furthermore, translation can help learners enhance their analytical and problem-solving skills which are essential in everyday life as well as in most working fields (p. 22).

Finally, Leonardi (2011) affirms that translation activities can be carried out “at any level of proficiency and in any educational context, be it school or university, as a valuable and creative teaching aid [...] (p. 22). She then considers they can be taken advantage of in any setting independently from learners’ age or proficiency.

3.5 Teaching Method and Teaching Technique

In order to understand why this research regards translation as a teaching method and/or technique, it is necessary to know what the latter concept refers to. Rowley (1945) defines teaching method as follows:

Method is the procedure by which a goal is reached, a purpose accomplished, or a result achieved. It is how you get the thing done...Devices may be thought of simply as little methods, or as parts of a larger method. A device usually involves the use of concrete materials, or concrete procedures, which may be objects or ideas...A device, then, is any little method to which a teacher resorts as a temporary means of more effective focusing of attention of pupils upon the task to be done.

Bearing in mind this definition, it could be said that pedagogical translation may be used as a method (like in the Grammar-Translation Method) implying a more extended usage, but it could also be considered a device or “little procedure” to which a teacher may resort from time to time to attain a goal. Therefore, it can also be considered a temporary strategy.

The following definition of technique in an educational context is also appropriate for the purpose of this research. According to Kassem (1992), a *teaching technique* is defined as “teacher's activities in the class to involve students in the subject matter, and (which) requires that students participate in learning activities, share equally with other learners, and react to the learning experience” (p. 45).

Throughout history many methods and techniques have been developed or left aside as new discoveries were made in the field of foreign language teaching. Richards & Rodgers (2001) describe some of the most influential and used language teaching methods over history.

The first method is called Grammar-Translation. In this method learning depends on the translation from the target language to the mother language. It makes little emphasis on the oral competence since it focuses on reading and writing. According to Richard & Rogers (2001, p. 5) grammar translation is:

A way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

Grammar-Translation method was replaced in the last century because of the belief that the first language was harmful in the process of learning of a second language.

Another method that adds to the list is the Audio-Lingual. Contrary to the Grammar Translation method, it focuses on the speaking and the oral competence to be developed. It was based on a behaviorist view of learning (Richard & Rogers, 2001, p. 50).

The Structural Approach focuses on teaching the target languages through grammatical rules in a specific order. Differently, Suggestopedia centers on eliminating all mental blocks that a learner may have during the process of learning a language to make him more confident and receptive to knowledge of the target language. To create this environment of confidence the classroom may have some decorations, furniture and music in order to be more comfortable for students (Richard & Rogers, 2001, p. 100).

The Total Physical Response or TPR, according to Richards & Rodgers (2001) is “a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity” (p. 73). In other words, it is about giving simple commands to students in the target language and having them to perform the corresponding action.

Another popular method is called Communicative Language Learning. It concentrates on improving the communicative competence in the learner in order to transform him into a competent speaker who knows how to face real world situations (Richard & Rogers, 2001, p.90)

Another quite interesting method is the so-called Silent Way, which according to Richards & Rodgers (2001), “it is based on the premise that the teacher should be silent as much as possible in the classroom but the learner should be encouraged to produce as much language as possible” (p. 81). The silent way method has different objectives, one of them is to give beginner learners oral facilities, a good pronunciation and basic vocabulary in the target language.

As different students’ needs were identified, varied methods arose. Community Language Learning is one of them. The role of the learner in this method is to become a member of a community conformed by other learners and the teacher. In this community, learners will develop communicative competence for social interaction. The

learning in this method is collaboratively because each student depends of the right functioning of the community (Richard & Rogers, 2001, p.94)

Another important method is called the Natural Approach. According to these authors, in the Natural Approach there is:

A focus on comprehension and meaningful communication as well as the provision of the right kinds of comprehensible input provide the necessary and sufficient conditions for successful classroom second and foreign language acquisition (p.179).

There are many more methods and a great number of teaching techniques that would make this section even more extensive. However, it has been possible to notice that translation as a teaching method and the use of the first language is not part of any other than the Grammar-Translation method, which is far from the researchers' objectives when implementing translation activities in the EFL classroom.

3.6 Code-Switching

Code-Switching is a concept related to the influence of a foreign language in the mind of speakers, normally in a spoken and unconscious informal interaction. Code-switching refers to the process of changing from one language to another or the mix of vocabulary in interplay of exchanging information. A similar definition is provided by Moghadam, Samad & Shahraki (2012):

Code Switching (CS) is shifting from one language to another in a conversation. It is a normal every day practice among people in the

world for various reasons and usually an unconscious activity. This language switching might not be the whole sentence, but also can occur in brief phrases or words (p. 2219).

Code-Switching is also divided in two different terms according to the changes in the syntactical structure of a sentence or the complete shift of language from one sentence to another. As Zirker (2007) pointed, the Intra-sentential code-switching is the change in the structure of a sentence by the use of another language. Only grammatical particles are affected by another code and the syntactical structure does not remain the same. In an intra-sentential code-switching case, the speaker usually is not conscious or hesitates about its use in a spoken interaction. For this reason, in this kind of code-switching interaction the speaker has to dominate both languages because there is a constant shift of syntax rules in a short spoken interaction. The inter-sentential code-switching is the complete shift of a language to another (and its grammatical rules) in a spoken interaction.

To understand this definition, Zirker (2007) explains the inter-sentential code-switching with the following example: “Y yo pienso que todos los estudiantes deben aprender a tocar un instrumento (‘and I think that all the students should learn to play an instrument’) So, did you see the football game last night?” (p.11). This example shows how the speaker shifts languages while changing the sentence boundary.

Moreover, an example of Intra-sentential code-switching is seen in the title of Poplack’s study (1980) (as cited in Zirker, 2007): “Sometimes I’ll start a sentence in English y termino en español”. This phenomenon is a characteristic in the Spanish-English speakers as Fought mentioned (as cited in Zirker, 2007).

The existence of this concept involves different educative, cultural and social terms that describe the circumstances of the use and development of this linguistic phenomenon.

As Skiba (1997) (cited in Offiong & Okon, 2013) pointed, the use of the Code-Switching may be usually unconscious, but this phenomenon operates under different norms. One of this norms is the regulation of Code-switching according to the person the speaker addresses and the location where the spoken interaction takes place. That means that Code-switching could have more presence when the speaker is talking in an informal situation with a friend than at a work place. This means that there are certain patterns in the different social groups of a speaker. According to them, these patterns establish norms that ensure an appropriate use of the code-switching in a determined situation. Milroy (1987) (as cited in Offiong & Okon 2013) underlined that the speaker assigns to each learned code social values so each code is used in a determined social group more than another.

4. State of the art

In order to discover and verify to which point the research problem has been addressed by other researchers and whether similar studies have been carried out in other contexts, the authors made a quite extensive literature review and here are compiled the nine most relevant researches to form an idea of the findings other practitioners have come to, in terms of the usefulness of translation to teach a foreign language and to improve the lexical competence of learners. In the international field, there were plenty of important works to analyze. On the other hand, in the national and local fields, the task was much more difficult because it seems not so many foreign language teachers have been interested in this topic in the Colombian educational context.

4.1 International Studies

Since the last decades of the twentieth century, many researchers on the field of linguistics, psychology and foreign language teaching have conducted several studies on the effect of using translation to teach a foreign language focusing on different skills and sub-skills like reading comprehension, grammar awareness and vocabulary. There are also some studies whose main goals have been to explain better how the first and the second language interact in the minds of learners and how they organize new second language information.

To this respect, for instance, there was a research carried out by Prince (1996), in which he attempted to answer some questions like how efficient are learners of

English in guessing the meaning of unknown words, and to what extent are they able to learn words presented in L2 sentence contexts? Also, if they show a preference for translation learning (as a means of acquiring new vocabulary) is this indeed a handicap when it comes to accessing their knowledge for use in different contexts? He builds the theoretical framework of the research presenting a division made between two methods of learning vocabulary in L2: the translation condition and the context condition. He also explains that certain studies suggest that learning vocabulary through translation may help increase the number of words a person knows in a foreign language, while learning through context (second language sentences) could help the learners recall and use the words in different situations instead of increasing the number. Moreover, the researcher mentions that learners take much more time and effort trying to understand L2 sentences and figuring out the meaning of an unknown word, something avoidable when using translation.

Therefore, Prince (1996) conducted an experiment where he formed two groups of 44 people each. These people were students of the Pharmacy Faculty at the University of Montpellier in France, who participated voluntarily and who had been studying English for five to eight years. The researcher divided the 88 participants in two groups where there were intermediate and advanced learners. For the experiment, there were two phases: the learning phase and the recall phase. One group would use the translation condition and the other would use the context condition for the learning phase. However, for the recall phase, their knowledge of vocabulary would be assessed through both methods. Forty-four unknown words were chosen for the participants to study them. They had from 25 to 30 minutes to learn the words. As for the ones who

were studying them through translation, they were given a list of 44 words in English and their translations in French, and they were asked to learn them. On the other hand, the ones who were studying through the context condition were given 44 sentences in which there was only one unknown word. These students were told to guess the meaning of the word and learn it. When they moved on to the recall phase, both groups had to write the translations of 22 words (from English to French and vice versa), and fill in the blanks of 22 sentences with the words they had learned during the previous stage (these sentences being different from the ones used in the study phase). The results of this research showed that the participants who learned the words through translation performed better at recalling them only when a translation was needed, but performed less well when they needed to use the words in context. In contrast, participants who learned the words by context were more able to recall them and use them accurately in other contexts. In brief, this means that words are more easily learned through translation, but it does not guarantee that students will be able to access this knowledge and use words in second language contexts.

These findings justify the need for further research on how translation activities affect the learning of vocabulary, and thus the development of the lexical competence in the second language, since it was concluded that second language vocabulary is indeed increased when creating links between L2 and L1 words. It has, nonetheless, some disadvantages like the supposed difficulty when trying to use the right word in a L2 context. Therefore, the researchers are warned about the counterproductive effect of studying lists of isolated words with their equivalents since they are not the best means for learners to access them later. For that reason, context should be play an important

role in helping figuring out the meaning of words while, at the same time, learners could establish a link between the word in L1 and L2. In short, the results of the previous research give orientations on how translation activities should be prepared and presented in the classroom for students to get the most of it.

Similarly, Ramachandran & Rahim (2004) state that translation has a positive impact on students' vocabulary learning. To carry out this study the researchers made a comparison between a non-translation and the translation teaching method in order to find out if students learn vocabulary effectively through the development of translation-based tasks. Sixty English learners were chosen to participate in the study. All those students shared the same first language, the same ethnic group (Malay) and they had a low English proficiency. The students were divided in two groups of 30 people; one group was taught vocabulary through a non-translation teaching method, On the contrary, the other group made use of their first language with translation exercises. For this kind of experiment, the teacher selected some lexical items and used reading materials about topics found in students' textbooks (e. g. instructions on how to fix something, descriptions of scenes, and descriptions of events, etc.), as teaching instruments. For the tests applied at the end of the process, the teacher used multiple-choice questions. All the process of the study took four weeks. At the end of each week, the teacher made a test about the set of lexical items they had studied. With the group that used translation, the teacher employed English and Malay in the lessons, while he used only English with the other group to teach the lexical items. The results of the research showed that at the end of each one the four weeks, students from the class that practiced translation exhibited a better performance in the learning of new words

and their meaning than the non-translating class. At the end of the sequence of lessons, most students from the class that included translation were able to recall the meaning of some words that were taught in the sessions against the smaller number of words remembered by the non-translating class. The study's main conclusion is that the translation method is indeed effective to enhance the learning of vocabulary when compared to non-translation methods. In short, pedagogical translation improves the ability to recall meaning of new vocabulary in ESL learners.

This is an important conclusion that is worth verifying in the Colombian context, with students with a different background and using another language in the process of translation (Spanish), since many teachers still do not trust these findings or do not know translation can be used as a teaching tool.

The issue of learning a foreign language concerns people all around the globe. The role of translation and the learners' first language in this process has also been studied in Algeria, a country located in the north of Africa where Arabic and French are spoken. Zahia (2012) carried out a research on the presence of translation in Algerian classrooms where French is taught. The objectives of the research were to reveal the perception teachers and learners had about the use of translation in French courses and to verify the hypothesis that translation is useful to facilitate comprehension and learning of the foreign language, and in this particular case, to improve reading comprehension.

The researcher designed two questionnaires for 100 students and 77 teachers of middle and high school to expose their opinion about using translation in French courses. The researcher also designed a pre-test and a test to assess the reading

comprehension of three different groups of students consisting of a narrative text and some comprehension questions. One group did not have any intervention in Arabic; the second group had the entire course translated, and the third group had only a partial translation. The most notable conclusions from the teachers' questionnaire are that around half the teachers believe translation is useful and the other half thinks it is harmful for the learning of a foreign language. However, it is used by more than half the teachers especially when there are difficult words they need their students to understand. Therefore, although translation is often used, teachers are not giving a pedagogical objective to it. Concerning the students' questionnaire, the most important conclusions are that they feel they have a great difficulty understanding French courses, they think that production skills are the most difficult ones to develop, and that they believe translation would be beneficial for the foreign language class mainly in terms of reading, writing and vocabulary. With respect to the results of the pre-test and test, it was possible to see that the group who had no translation diminished their level of reading comprehension when comparing the correct answers to the two tests. The group who received an integral translation of the course maintained around the same level of comprehension, unlike the group that received only partial translation, since they exhibited some progress in their ability to understand the texts and give correct answers to comprehension questions. The researcher also stated that the training students had received until that moment in reading comprehension and strategies in their native language was deficient, and that it could be taken as another reason for their poor performance on foreign language reading tasks.

From this study, it is appropriate to remark that it asserts translation is frequently used in foreign language classrooms, but it generally does not have a clear and regulated purpose. However, it could be used with a pedagogical objective and be controlled by the teacher. This would be particularly helpful since the research showed that a partial translation gives the best results in comprehension, but an integral translation does not seem to affect it in any positive way, probably because students over rely on their first language and do not make any effort to understand the target language. Besides, although students recognize it would not make sense to translate the whole course, incorporating translation in the classroom is something they consider to be advantageous, especially for vocabulary learning.

In 2012, Koletnik (2012) published a paper in which he proposed an eclectic approach for the teaching of vocabulary that included translation activities. He stated that he had corroborated through his own experience as a foreign language teacher and as a translators trainer that translation activities were especially useful in the teaching of vocabulary. The author's main objective when teaching English as a Foreign Language is to help his students develop native-like communicative skills. For that reason, the activities he proposed were focused on learning standardized expressions and collocations so the learners would sound as natural as possible and would link the expression to an equivalent in their first language. The researcher also argued that the teaching of vocabulary was somewhat neglected by many teachers, and that it was even more important than grammar. To support his ideas, he mentioned authors like Cook (2010) & Duff (1994), who defend the integration of translation and

the first language in the FL classroom, and Lewis (1997), who proposes a way to classify vocabulary items.

To illustrate the process he had been going through with his students, the researcher showed how with a formal letter learners were asked to think of equivalent expressions in their first language for some highlighted chunks of vocabulary. Then they were given two texts in English and Slovene which had blanks in L1 or L2, so they had to fill them in with the translation. Finally, they were presented some translations with collocation mistakes and had to find a better way to express the idea. To conclude, the author stated that from students' feedback, from the results of their tests, and from classroom discussion, this method proved successful and should be tried by other teachers. Since there is not a formal theory that confirms the effectiveness of translation activities in the growth of vocabulary knowledge, it should be further examined and scrutinized by other practitioners and researchers.

This paper is directly related to this research in that the author's aim is to encourage the use of translation and the first language in the classroom to expand the learners' vocabulary knowledge. Thanks to his personal observations and the learning his students have exhibited, it is possible to see that there is room for translation activities in the classroom and that it is a well-founded approach to the teaching of lexical items. It also shows that learners enhance their mental relationship between the two languages and become aware of differences or similarities, eventually developing a sense of "naturalness" in the foreign language. In addition, the researcher included samples of the exercises that students had to solve, suggested how the stages of the class should be organized, and presented the sources from which he picked some

activities. Additionally, this can be very helpful at the moment of planning the lessons and getting students familiarized with pedagogical translation activities.

While exploring a little more the way translation activities can be incorporated to help develop different skills, Vaezi & Mirzaei (2007) published a research whose principal objective was to analyze the effect of the use of translation as a teaching method in Iranian EFL learners' linguistic accuracy, a focus on form. The authors point out that the translation technique was banned from any educational institution by supporters of the Direct Method but they also show how many authors support the fact that its use can help to develop the comprehension of a foreign language. For example, Cook (2001) holds that the use of L1 not only would facilitate the learning of a second language but it also leads to the improvement and creation of innovations in methodology. Atkinson (2001), on the other hand, supports translation as an element of reinforcement in the structure, concepts and sociolinguistic terms and its differences between the target language and the first language. However, the use of the first language in class has to be guided by rules as Auerbuch (1993) suggested, making the L1 an important tool in the classroom management, giving support while checking instructions and helping the learners to correct errors.

To achieve the objective of this work, 72 participants that passed a pre-test, were placed in two different groups: the experimental group and the comparison group. The authors gave to the experimental group a test with 24 sentences in Persian which they had to translate according to the following structures: passive voice, wish + simple past, conditional type II, and indirect reported speech. At the end of the test, students and teachers discussed about the mistakes they had made in the exam in order to correct

the structures. The comparison group did 24 exercises only in English related to the mentioned structures. At the end of the research, they discovered that translating sentences from L1 to L2 enhanced the learner's accuracy when producing that type of structures. In addition, they explained that the mental translation from L1 to L2 is a natural process that beginners use and this kind of exercises enable students to produce grammatical structures in a correct way.

The goal of this study is related to the present research project: the study of the effect of the translation in the learning of a foreign language. Also, it includes information that shows how there are other authors that support the use of translation as a pedagogical activity with a defined function in the foreign language classroom, and how it can be implemented to improve different secondary skills, like grammar in this case. Furthermore, the authors of the present study find they could adapt the methodology used to polish grammar for the improvement on the lexical competence. Finally, one of the conclusions of this research supports the fact that translating from L1 to L2 seems to be a natural process in the minds of learners.

There have also been several studies that have focused on how pedagogical translation is perceived by students and learners. One of those was carried out in the capital city of Cameroon, Yaoundé, by Mbeudeu (2017). Its main objective was to determine the attitude of English-speaking and French-speaking teachers of EFL towards the introduction of translation-based activities in the syllabus provided by the Ministry of Secondary Education and in their daily lessons to increase their students' accuracy in writing. It is mentioned that Cameroon is a country where there are several official languages, English and French between them, and also that English is mainly

taught in high school. For this reason, the researcher recognizes the importance of implementing any kind of methods and approaches that facilitate the learning of a second/foreign language for students. Among these methods, the author says that the Competence-Based Approach and the Total Physical Response are privileged in the EFL classroom practices. However, it is emphasized that there are numerous studies that encourage the use of translation in the foreign language teaching and learning as well as the benefits that using the first language represents for students. All the research questions of the study aim at describing the perspective of EFL teachers on the use of translation activities, asking about their knowledge of this type of tasks and the impact they could have on language accuracy. As for the literature review, the researcher relies on authors like Duff (1989), Widdowson (1978) & Newmark (1991) to state that translation helps achieve better communication and that it is an important learning strategy. In order to answer the research questions, four English teachers that worked in state institutions were selected to be interviewed. The author justifies the number of the sample by stating that the study was of a qualitative nature. The interviewees would answer five questions related to the translation activities they knew and the way they should be implemented. The interviews were recorded and transcribed, and then a thematic analysis of the answers was made. The findings show that three out of the four teachers have a positive attitude regarding the introduction of translation tasks in the EFL classroom and consider that it could lead to a significant improvement on learners' accuracy in written texts. Finally, the researcher concludes that translation-based activities should be presented to learners in the context of Cameroon because they offer advantages like developing the accuracy and flexibility of

the students' communication, increasing their motivation since they would be using something they already know (their first language) to get to the unknown (the target language), and because translation should be considered as a fifth skill to face local and global challenges.

After reflecting on the content of this paper and its results, it can be seen that there is an increasing concern for the introduction of different effective strategies for learning a foreign language in the classroom in so diverse contexts like that of Cameroon due to its condition of bilingual country. This is why the researcher proposes pedagogical translation as a means to work on the learners' accuracy in written production. Thus, the importance of this paper for the present research relies on the optimistic viewpoints that teachers of ESL shared towards the employment of translation-based activities in their lessons. They judged this strategy as helpful for learners, especially for those at beginner and intermediate levels of proficiency; they mentioned that bilingualism is a matter of grasping two languages and having an interaction between them. They even proposed some activities that could possibly be developed with that goal in mind (translation of idiomatic expressions, for example). Moreover, they emphasized that using this strategy could improve students' accuracy, that is to say, their choice of words. This suggestion connects to what this research wants to examine: the impact of using translation activities on the lexical competence of learners. Finally, it offers some orientation as for which types of translation activities could be developed, namely, word-for-word, sentence and paragraph translation. Thus, it was found useful for the preparation of data collection instruments as well.

Although all the previous studies are of importance to determine what other researchers have done and which have been their results regarding the inclusion of translation in the EFL classroom, the next research is one of the most revealing and positive in terms of learners' opinion towards the incorporation of translation-based activities. This is the study carried out by Dagiliené (2012) whose main topic was how translation, a method that has been highly stigmatized during the last decades, can be used effectively in the English class with students of any level of proficiency, and how it can help them improve their communicative skills in the foreign language. The aim of the research, which was of a quantitative nature, was to prove that translation is a totally valid and advantageous method for foreign language practice and improvement. Consequently, Dagiliené selected a group of 78 third year students from the Faculty of Design and Technologies at KTU to answer a questionnaire of closed and some open-ended questions related to what their perspective on using translation as a learning method was. These learners received English classes five hours a week and their level of proficiency was advanced. The researcher explains that translation activities had been introduced in English courses of the university in the autumn 2011 since students needed preparation for a language competence examination (level C1) during which they were required to translate a short text. Therefore, several activities that focused on translation were employed in the classes. To name some, there were exercises in which students had to read an article in their mother tongue and write a summary of it in English, others in which they were handed out incorrect translations and asked to identify and correct the mistakes. Finally, they also practiced back translation, which consists in giving pairs of students a Text A and Text B in English, asking them to

translate them separately into their mother tongue, and then asking them to swap the texts they have translated to write again a translation of them into English. These were some of the activities done during the English course, and the students answered the questionnaire based on this experience.

The author also mentions the overview of the theoretical background and the analysis of translation activities as part of the methods used to reach the aim of the study. Dagiliené (2012) describes what the situation of translation as a learning and teaching method has been over the last years and how it has started to change recently. It is also mentioned that many linguists and teachers consider translation as something unfavorable for foreign language learning because it includes the use of the mother tongue. However, the researcher supports the validity of its efficacy with other authors that name the benefits of using translation in the English class. To illustrate, they observe that it can improve verbal agility, expand students' vocabulary in L2, and monitor and improve the comprehension of L2, etc. There is also a description of the criteria translation activities should meet in order to enhance students' four language skills: language is used for a purpose; translation activities create a desire for communication; students work independently of the teacher, etc.

In the section of discussion and results, the researcher shows the results of the survey with graphics to ensure a better comprehension. The first graphic depicts the opinion students have toward using translation activities in the English classroom, and they were classified according to the level of proficiency of the learners. The majority of more proficient learners thought that this type of activities is useful, but less proficient learners classified them as questionable and even not useful. Anyway 78% of all

respondents agreed on the usefulness of translation as a foreign language learning activity. Another finding was that even though a high percentage of students see it as something helpful, only 39% of them think it is enjoyable. When asked if they could make faster progress with other resources, almost half of the respondents answered negatively (46%). As for the skills that learners think are improved the most thanks to translation activities, 85% thought that their vocabulary was improved, 45% agreed on the fact that it was good for speaking skills, 40% chose grammar as enhanced by translation work, and only 20% considered that listening skills were enriched. Finally, regarding the areas where they felt they had improved the most after translation was introduced to the course, 80% of the respondents chose Reading and vocabulary, 65% chose the Speaking skill, 60% selected Grammar & Writing, and only 50% picked Listening skills.

The researcher concluded the article by saying that, although translation is still a much controverted strategy in ELT, the study showed that students perceived a favorable effect on their communicative skills in the foreign language after developing translation tasks. Similarly, Dagilienė (2012) argued that choosing the right activities and giving them a purpose can help students recognize different structures in both languages. However, she warns that it should not be overused.

Since this research project focuses on the effect of using translation into and from the mother tongue in the development of L2 vocabulary, it allows having a better insight on the impact using the mother tongue in the EFL classroom has on the communicative skills of the learners. It is possible to see that there is a variety of tasks including translation that can be effective to make learners communicate in the target

language, interact with other classmates, identify mistakes they should not make, and specially, improve their vocabulary out of a need for communication. An interesting point is that most students chose Reading and Vocabulary as the abilities they perceived translation was most useful for, and this is precisely what will be discussed in the following pages of this work.

4.2 National Studies

Márquez & Vásquez (2016), students from the University of Valle, conducted a research project where they attempted to identify the pedagogical proposals in the last 30 years that support the use of translation in educational institutions, and what were its pedagogical purposes according to suggestions from different authors. The researchers classify these authors in two groups: the theorists that propose activities whose main goal is the use of translation, and the authors that support the use and application of translation in the school curricula. One of these authors was, for example, Moreno García (1997) who affirmed that the use of translation can be a useful assistance in lower levels of the learning process, but that it could cause some problems due to interference. Unsal (2013) also supports the use of translation, but its use has to be applied only with students who possess a good analysis capability and knowledge about several types of documents to understand that translation can change according to the context. In addition, the researchers of this work also defined the different types of translation that were an important basis for their methodology. The definitions to emphasize are the intra-linguistic translation, which reformulates a concept with signs of the same language like synonyms, and inter-linguistic translation, which tries to make an interpretation of one concept of a language using the signs of another language.

In the methodology, the authors classified this research work as an exploratory research. The main objective was to compile information to help future works in the same field. Five groups of students from different contexts (English Literature course, French Literature Course, Oral Discursive Typologies in French V, a course from the French Alliance of Cali, and a course from the German School of Cali) were observed to look for interactions by the means of intra-linguistic and inter-linguistic translation. As a conclusion, the researchers stated that they found a pedagogical use of translation in the different groups. They discovered that the change between languages is produced in the different levels of learning a language, but its use was not conceptualized so students and teachers use it unconsciously. One of the proposals made was to educate future teachers in translation with a pedagogical purpose in the classrooms to support components like skill development, homework and grammar. To close, they concluded that the translation in classroom should be used as a mediator in a multi-plural world.

This research compiles a lot of information associated with the use of translation in classes from different contexts; something to be taken into account at the moment of applying the methodology of this work. It has also helped the authors of the present research gain better insight on the current use that is given to translation in Colombian contexts and why it is necessary to carry out new studies that focus on the other uses teachers and learners can give to translation as an activity in the foreign language classroom. There are also very important proposals on how translation should be applied correctly. Finally, the conclusion can help understand the effect translation may have in the learning process being used unconsciously in all levels of learning.

4.3 Local Studies

The only local research, related not to translation but to the incorporation of the first language in the foreign language classroom, the authors found was that of Tabares & Gutiérrez (2016). They concentrated in teaching vocabulary to 5th grade ESL learners between 8 and 10 years old from a public school in Pereira, through cognates. These are phonetically and orthographically similar words in the target and the first language.

The process took 6 different class sessions and each one of them centered on different topics. In the classes, the students worked in their speaking, listening, reading and writing skills in order to improve their English knowledge. Cognates are used in reading activities in order to make students practice their inference ability. The learners had to link the cognate to a word in their native language (Spanish) and then, figure out the meaning in the target language (English). Also, teaching cognates helps students to develop useful strategies during the learning of a second language, for example, while they are reading texts that include cognates. In this way, they learning of vocabulary may increase. The teachers and researchers made observations directed by questions like “Do students really learn something? Did cognates have a good impact? And what are the problems that appeared? Also, the researchers took notes, videos and photographs of the process of students and the development of the different classes in order to have data to analyze. It was concluded that cognates are useful to teach vocabulary to children because they learn more easily and faster the meaning of a new word, and that happens because students identify and relate the word in English with a word that they already know in Spanish.

This study may be revealing that there is a big potential being wasted by teachers who believe that the students' native language should be restricted in their classroom because of the supposed interference. However, students learn vocabulary more easily and faster when they support the new knowledge with something they already know: their first language.

5. Methodology

This chapter contains a description of all the aspects that make up the methodological framework within which the researchers operated in order to obtain and analyze the data, as well as to give answer to the research questions and, consequently, achieve the proposed objectives. First of all, it defines the approach selected for this research, the type and design of the study, as well as the population, the context it belongs to and the criteria to choose the sample. In this section, the researchers also establish which data collection techniques and instruments were used to attain the research objectives, and why these are the most appropriate to do so. Moreover, it includes the topic of research ethics which explains how the integrity of the subjects who participated in the research was respected. Finally, it contains the schedule of activities and the budget needed to develop the data collection and analysis process.

5.1 Approach

This research project relies on a qualitative approach due to the nature of most of the research questions that guide this enquiry. The qualitative research approach aims to discover, comprehend and reflect upon the perceptions, behaviors and beliefs of particular individuals within a specific context. It does not ask the researchers to presuppose anything about the participants or the possible outcome of the study (although it may be possible), nor does it seek to prove any theory considered previously. On the contrary, the results of a qualitative research may help create new theories and give a structured explanation to the analyzed phenomenon. Besides, it

starts from the observation of particular elements and eventually achieves a more general view of the problem. In addition, the qualitative research approach does not necessarily have to follow a strict order as the quantitative approach (Hernández-Sampieri et al., 2014, p. 9). For instance, it can be possible to redefine the research questions after having gathered the data if it offers information the researchers had not considered before. The present research is of a qualitative nature since it intended to discover and analyze the practices of certain subjects regarding the teaching of vocabulary, and the perception they have about pedagogical translation after being exposed to it as a means of learning new words. Additionally, this study focuses on a specific community whose opinions are regarded as important to have a thorough understanding of the situation.

5.1.1 Design.

Considering that this study is of a qualitative nature and that it has as goal to analyze the impact of the pedagogical use of translation upon a given community in terms of its effect on their knowledge of a second language and their attitude towards it, the most appropriate design is the micro-ethnographic. According to Hernández-Sampieri et al. (2014), the ethnographic research tries to explore, examine and understand social systems (such as cultures or groups of people) as well as to describe, analyze and interpret the ideas, beliefs, knowledge and practices of such social systems. This research design also studies topics and categories related to culture, and its main purpose is to analyze and describe the participants (people) in action (in a determinate context). Some of its characteristics include the need to make a

direct observation, generally as a participant of the reality, and such experience guides what the study focuses on the most. For these reasons, the present research has been conceived having a micro-ethnographic design since it concentrates on interpreting how a given practice influences a group of individuals that share certain characteristics within a short period of time.

5.1.2 Type of research.

The aim of the action-research is to identify and solve specific issues that affect a given community (a culture, a group of employees of the same enterprise, a number of workers of the same profession, a students' community, etc.). The action-research also provides information to guide the decision making in projects, processes or structural reforms. It also seeks to give place to a social transformation of reality in terms of education, culture, economy, etc., and to make the people affected aware of the need for change (Hernández-Sampieri et al., 2014, p. 496). Since the main purpose of this research project is to identify the impact that using translation and incorporating the first language of students has on the learning of vocabulary in a foreign language, the most adequate way to describe how this process was carried out is through the research-action approach. The researchers introduced a stigmatized way to teach the foreign language, and saw the results it brings to the learning process. Then, depending on the analysis of the data, it was possible to decide if such a method should be introduced in EFL classrooms.

5.2 Contextual Aspects

5.2.1 Context.

The application of all data collection instruments will take place in a public institution of the urban area of Armenia, Quindío. This school was first founded in 1959 by the Sisters of Presentation, and it used to work as a private school. However, in 1967, due to the need of a better training for pre and elementary school teachers, the Governor of Quindío and the Secretary of Education at the time turned the institution into a pedagogical center where teachers were thoroughly prepared to exercise their role. For this reason, besides offering preschool, elementary, middle and high school levels, it also includes 12th and 13th grade as part of their formative cycle. During these last two years, students deepen into their pedagogical training as future teachers, since the mission of this institution is to train ethical and competent teachers who are able to perform in different social and cultural contexts, and who transform their realities based on a critic and reflective attitude.

As for the physical aspects of the institution, it is necessary to mention that it comprises four buildings located around the city. The research was carried out in one of these schools. The building is two-floored, quite big, and counts with eighteen rooms. Two of them are dance-rooms, one works as a theatre, and another one as the secretary's office. There was one teachers' room, a director's office and twelve classrooms. Also, students can use four restrooms (two in each floor, one for boys and one for girls). The restrooms are in good hygienic conditions; there is enough space

and they are kept clean. For recess time, there is a courtyard in which students meet each other and spend their breaks. There they can find some tables.

The number of students per classroom is around 35. The conditions of the classrooms are pretty good. Students always work in pairs because they share one desk. In addition, the teacher has his own desk and chair in each classroom. Classrooms are well illuminated, and they have a whiteboard and a video beam. Classes in this school start at 6:30 am and finish at 1:00 pm two days a week. Nonetheless, as all students must participate in extra activities related to the specialty of the school, they attend classes in the afternoon three days a week too.

On the other hand, its PEI (Institutional Educative Project) relies on the fundamentals of theorists like Vygotsky and Habermas. As a result, it proposes to form students considering they are socio-critical beings that should reflect on the reality they live in and act in order to make it better.

Students of 8th grade receive 4 hours of English per week, and the institution has its own Foreign Language Curriculum. The proposed second language teaching methodology is that of project-based learning, which is guided by the Suggested Curriculum (2016) created by the Ministry of Education for the program *Colombia Bilingüe*.

5.2.2 Population.

According to Hernández-Sampieri (2014), “población es el conjunto de todos los casos que concuerdan con una serie de especificaciones” (p. 174). In other words, a

population is the group of individuals that share the same traits and to which the attention of the research focuses on. These shared characteristics must be well delimited and coherent with the research problem and objectives.

The present research has as population a group of 8th grade students from a public school in Armenia whose ages range from 13 to 14 years old. All the students had the same English teacher and the same number of hours of English per week (four). None of them had English as their native language, and their level of proficiency was low-intermediate.

Besides students, the research population comprised a teacher of English from a public school of Armenia, Quindío, who was in charge of the English subject for 8th graders.

5.2.3 Sample Population.

In order to obtain the results that helped the researchers to develop an accurate analysis, it was essential to select determined groups of subjects that match the objectives to the development of this methodology. As stated by Hernández-Sampieri (2014) the subjects or sample population is a subgroup of a determined population which is used to obtain the necessary data for a research project. The most important characteristic to take into account is that this subgroup must represent the chosen population.

According to each instrument designed for the data collection in this research work, different types of population were needed. For the survey, the chosen population was an English teacher, and the subjects needed were eighth grade students of English

from a public educational institution. To complete the pre-test and post-test, the whole population of 21 eighth grade students was taken as the sample, excluding those who did not possess the characteristics described for the population. Finally, the participation of 5 members of the same class is required in order to carry out an interview.

5.3 Data collection techniques and instruments

5.3.1 Survey.

A survey is a set of different questions used to measure a variable or variables. The questions must be in relation to the research problem. This kind of data collection method is used in research fields such as education, engineering, sciences, etc.

Essentially, a survey may have two types of questions: closed and open. In a closed-question survey, the interviewee must answer according to delimited questions made by the interviewer. This kind of questions may be “yes/no questions” or “multiple-choice”. On the other hand, in an open-question survey, there are not defined answers, and as a result, there is a greater variety in the replies of the interviewees.

Due to the nature of the questions the researchers had in mind in order to reach the first objective, they considered that the most convenient data collection technique would be the survey. The first research question attempts to inquire into the practices foreign language teachers have nowadays to instill comprehension of that language, especially in terms of lexis. For that reason, a survey was regarded as useful to obtain those specific answers without having to take them out of a wider and more complex portion of information (Appendix 3). This survey has been revised and validated by two

professors from the research field of a Modern Languages Program at a public university in Armenia, Quindío. Additionally, it was piloted with an English teacher of a public school sharing the same characteristics of the sample population in order to check the comprehension of questions and apply possible modifications.

5.3.2 Vocabulary Test.

A test is a procedure or set of procedures through which a test-taker measures somebody else's knowledge regarding a specific field. A test must be explicit and possess a structure in order to qualify as a valid test. The structure may be present in terms of multiple-choice questions, an oral interview or a checklist of expected responses that must be filled by the test-taker.

Second, a test can measure general or specific knowledge and abilities. For example, a multi-skill test measures general knowledge, abilities or objectives, while a quiz focused on a certain topic measures specific knowledge. Besides measuring communicative skills (oral comprehension or production, reading comprehension, etc.), language tests can examine certain knowledge or abilities related to language like grammatical rules or vocabulary.

Moreover, the test-taker must take into account the background of the people who will take the test because it cannot measure knowledge that people do not have.

Owing to the reason that one of the objectives of the research is to analyze the impact translation activities have in the lexical competence of learners, the researchers considered the best way to do that was by means of a test. It offers the possibility to easily obtain specific information about the knowledge of learners regarding the

vocabulary taught. Such test (Appendix 4) was designed in order to measure students' lexical competence before and after the intervention. This test was designed taking into account the vocabulary students should know in 8th grade according to the Suggested Curriculum (2016) published by the Colombian Ministry of Education. It contains three exercises: the first one asks students to match a proverb with the situation where they could use it, the second one is about completing sentences with specific vocabulary items, and the third one requires students to make a categorization of certain words and expressions. All of the lexical items included in the test were taught during the pedagogical interventions. Finally, this test has been revised and validated by two professors from the research field of a Modern Languages Program at a public university in Armenia, Quindío, and it was also piloted with four subjects with the same characteristics of the sample population (eighth graders from a public school) in order to look for possible improvements overall.

5.3.3 Interview.

According to Hernández-Sampieri et al. (2014) an interview is a meeting or appointment in which people talk in order to exchange information. There are two roles in an interview: the interviewer and the interviewed. A group of people can be interviewed as well. During an interview, the interviewer and the interviewed have a conversation in which they achieve a better understanding and make meaning of a certain topic through communication.

There are different types of interviews, which are the structured, the semi-structured and the open. For the purposes of this research project, the semi-structured

type of interview will be used. In this one, the interviewer follows a guide that contains the questions, but it is not as rigid and strict as the structured interview. It might be necessary to clarify concepts or add some questions. In addition, the interview designed to reach the research objective will be qualitative. As for this type of interview, the order of the questions is adapted to the participants of the interview; it is friendlier than the quantitative interview; the interviewer must adapt his language to the interviewer's language in order to have a good communication, and finally, the questions of a qualitative interview look for opinions, perspectives or experiences (p. 403).

The researchers chose to make an interview (Appendix 5) to students after they experienced pedagogical translation as a tool to improve second language vocabulary, so in that way they could answer what is their perception about this strategy. The semi-structured interview is thought to be the best way to achieve this objective because it allows the interviewers to get a deeper comprehension of the perspective students have about the implementation of the translation strategy; they can come up with very detailed and enriching answers, instead of being restricted by a set of options. It was also selected due to the flexibility in the questions and their order. Finally, the questions of this interview have been revised and validated by two professors from the research field of a Modern Languages Program at a public university in Armenia, Quindío, and they were also piloted with 4 students of the same group after finishing the intervention to look for possible modifications to the answers.

5.3.4 Pedagogical Intervention.

Pedagogical intervention is defined by Touriñán (1987) as the intentional action of creating and manipulating the means and ends with and for the individual who is being educated. That intervention is justified by the knowledge of the education process in general and the specific educative system in which it is comprised. The goal of an intervention is to introduce and reinforce a conduct, which is a set of implicated actions. The agent who carries out those actions must believe in the attainment of something. The pedagogical intervention process could be explained as follows:

““A” (agente educador) hace “X” (lo que el conocimiento de la educación explica y justifica) para conseguir el resultado “R” (que “B” -agente educando- efectúe las conductas “Y” -explicitadas en la intervención pedagógica de “A”- y alcance el objetivo “Z” -destreza, hábito, actitud o conocimiento educativo” (Touriñán, 2010, as quoted by Touriñán, 2011, p. 284).

It is not only about making learners carry out a task in one occasion, but about promoting certain behaviors to reach an aim, to gain some knowledge. During a pedagogical intervention, a previously determined course of action is followed and the educative process is analyzed (Touriñán, 2011, p. 284). Then the researchers decide which actions can be taken to improve it in the long term.

In order to analyze the impact pedagogical translation has on the lexical competence of eighth graders, the researchers will make a pedagogical intervention in a public institution of Armenia, taking advantage of their professional practice to use said strategy with a group of learners. The researchers chose to execute translation activities designed by them based on several scientific articles and the propositions of

Leonardi (2011) about effective translation exercises in the foreign language classroom. In the same way, the lexical items they will focus on the most were selected according to the Suggested Curriculum for Foreign Languages (2016), made by the Ministry of Education, and the topics eighth graders should be taught.

One of the researchers took the role of the teacher, and two of them had the role of observers. To prepare the classes, a lesson plan format was used (Appendix 6). At the end of the intervention, all of them gathered to analyze how the classes developed and compare the expectations with reality. Four classes were carried out through this type of intervention. Finally, the lesson plan format has been revised and validated by two professors from the research field of a Modern Languages Program at a public university in Armenia, Quindío. The following is the plan of the pedagogical intervention used:

| Intervention weeks | Topics | Translation activities | Resources |
|---------------------------|--|--|---|
| Week #1 | Conflict resolution | Finding the English equivalents of a list of words in Spanish in the text called <i>How to resolve conflict</i> . | Copies of the text <i>How to Resolve Conflict</i> , computer, speakers, dictionaries. |
| Week #2 | Sayings related to conflict resolution | Comparing the structure and meaning of sayings with the equivalent in Spanish. Making a word-to-word translation. | Copies of the list of English proverbs related to problem solving, dictionaries. |
| Week #3 | Eating disorders | Reverse translation of the text "My eating disorders", from English to Spanish and vice versa in order to identify words related to eating disorders, and compare structure. | Copies of the text <i>My Eating Disorder Testimony</i> , markers, laptop, speakers, and dictionaries. |
| Week #4 | Healthy habits | Dictation where students had to write down the equivalent of the word said by the teacher in English or Spanish. | Computer, Power Point presentation, markers. |

Figure 2: Plan used for the pedagogical intervention (Figure created by the researchers)

5.3.5 Observation.

Research observation is not only linked to the sight, but to all of the other senses. It has as purposes to describe and analyze social life aspects as well as the environments, subcultures and communities who produce them. It also serves the purpose of understanding social relationships or the hierarchies individuals are part of, identifying patterns of behavior and generating hypotheses, among others (Hernández-Sampieri et al., 2014, p. 399). Some elements to take into account when making an observation are the physical environment (size, access, distribution, etc.), the human environment (group organization, leadership, interaction, and members' characteristics), individual and collective activities, artifacts used, and relevant facts (p. 399-400).

Apart from preparing some lessons and taking the role of the teacher, two of the researchers took in the role of observers. To account for as many aspects of the intervention as possible, they used an observation format (Appendix 7). Being witnesses of the classes gave the researchers the possibility to evaluate the attitudes, responses and behaviors the translation strategy instigates on students, which kinds of interaction can be prompted, etc. This data collection technique together with the pedagogical intervention helped answer the question of how translation can be used as a teaching technique to improve vocabulary in the second language. Finally, this observation format has been revised and validated by two professors from the research field of a Modern Languages Program at a public university in Armenia, Quindío.

5.4 Research Ethics

In every research work, it is important to establish the principles and values that the researchers will respect and follow to ensure the truthfulness of the information and the humane treatment to every subject. As Deslauriers (2004) pointed, the social, psychological and physical welfare, as well as the privacy and the dignity of each participant are the main responsibility of all researchers. Also, if the researcher does not respect these limits, he will be warned in order to stop the research. Moreover, according to Deslauriers (2004), the way in which researchers take ethics compromises the future of the project, because the good treatment towards the subjects may ensure future participants in other researches, and even the future of researches in other fields.

In that sense, the researchers followed and protected the rights of the subject's throughout the development of the study. The subjects were informed of every aspect of the research by means of an informed consent (Appendix 1), the use of their answers and their consequences; they were able to abandon their participation in the research work at any moment and know how the data provided was going to be treated. Also, any information given by the subjects is confidential and can be observed only by the researchers.

All the information in this research project has been verified, used only for academic purposes and honestly reported. Furthermore, its limitations are later shown and recognized by the researchers. In addition, the treatment of the data and the results report shows respect for freedom of speech, human dignity, individual autonomy and equality.

Finally, the subjects had to give the explicit consent and approval before participating, as mentioned before. If the subject was underage, the child's legal guardian or his/her parents were required to give their assent (Appendix 2) and approval. Besides, since the pedagogical intervention was carried out in a public institution of Armenia, the informed consent (Appendix 3) was signed too by the school's principal and the head teacher.

5.5 Timetable

In order to accomplish the objectives proposed in this research, it was necessary to have a plan with delimited deadlines for each one of the stages. In this case, the period of time the researchers had to carry out the project is of eight weeks during the second half of 2018.

| Activities | September | October | November |
|---|-----------|---------|----------|
| Permission request, informed consent and informed assent. | | | |
| Questionnaire and Pre-test | | | |
| Intervention #1 | | | |
| Intervention # 2 | | | |
| Intervention # 3 | | | |
| Intervention # 4 and post-test | | | |
| Interview | | | |
| Data Analysis and Conclusions | | | |
| Written work | | | |

Figure 3: Timetable for the development of the research project

5.6 Budget

| Activity | Number of elements | Costs |
|---|---------------------------|-----------------|
| Transportation to the institution | 3 researchers | \$ 52.200 |
| Pre-test and Post-test | 35 students | \$ 4.900 |
| Permission request | 1 institution | \$ 100 |
| Informed consent | 1 teacher | \$ 100 |
| Informed assent | 35 parents | \$ 3.500 |
| Survey | 1 teacher | \$ 100 |
| Photocopies/ Interventions 1-2-3-4 & material design | 35 students | \$ 19.000 |
| | | TOTAL \$ 79.900 |

Figure 4: Budget

6. Data analysis

Having finished the process of data collection, which included a pre and a post-test (Appendix 4), a pedagogical intervention (Appendix 6), a teacher survey (Appendix 3), students' interviews (Appendix 5) and class observations (Appendix 7), the researchers found valuable information in all the data that helped to construct the answers for the four research questions. Moreover, it was possible to identify that different sources of information provide similar data, and so this fact facilitated the creation of various categories that gave the researchers insight on how results should be organized and shown. The following figure shows the categories that emerged:

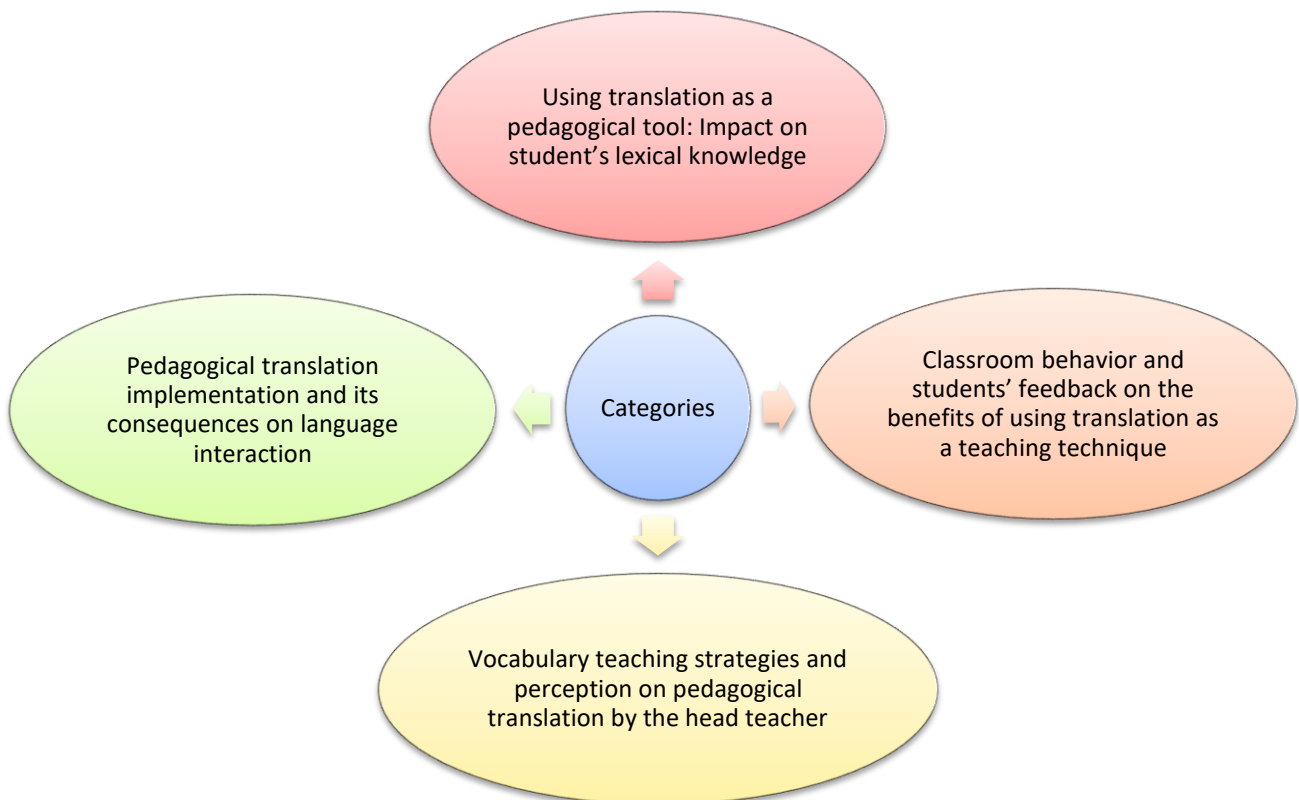


Figure 5: Categories that emerged from the analysis of the data

Subsequently, the information from each category was divided into subcategories, as the following chart shows:

| CATEGORIES | SUBCATEGORIES |
|--|--|
| 1. Using translation as a pedagogical tool: Impact on student's lexical knowledge | |
| 2. Classroom behavior and students' feedback on the benefits of using translation as a teaching technique | <ul style="list-style-type: none"> • Overall perception of students toward the use of pedagogical and explanatory translation • Students' perception about the usefulness of pedagogical translation to enrich vocabulary • Other communicative skills improved by pedagogical translation • Students' attitude during translation activities in the classroom |
| 3. Pedagogical translation implementation and its consequences on language interaction | <ul style="list-style-type: none"> • Lesson structure and dynamics when using translation as a teaching technique • Teacher use of L1 and L2 in the foreign language classroom while using pedagogical translation • Students' use of English or Spanish in the foreign language classroom while using pedagogical translation |
| 4. Vocabulary teaching strategies and perception on pedagogical translation by the head teacher | |

Figure 6: Subcategories diagram

6.1 Using translation as a pedagogical tool: Impact on student's lexical knowledge

As a first step to address the general purpose of this study, a pre-test was carried out the first day of the pedagogical intervention in the public school that researchers chose for this project. This test was designed in accordance to the Suggested Curriculum made by the Ministry of Education of Colombia (2016), which proposed topics such as conflict resolution, health and eating disorders for eighth graders. In the first exercise of this test students had to match English proverbs with situations where they could be properly used; in the second, they were meant to fill in the blanks of sentences with some given words, and in the third, there was a list of words related to conflict resolution they had to classify as positive or negative.

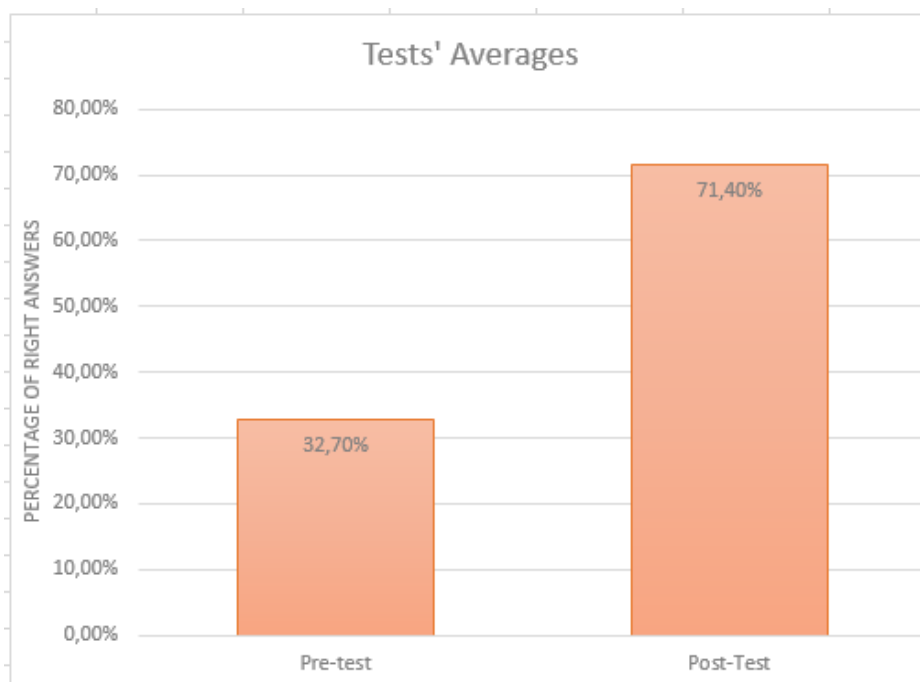


Figure 7: Tests' averages

After checking and computing the pre-test (Appendix 4) overall results, it was found that 32.70 % of the items were answered correctly by the group as a whole (Figure #1). In other words, 8.19 was the average of correct answers per student. In the first task of the test, where students had to match a given situation with the right proverb, they got an average of 0.9 of correct answers out of 5, which translates into 18% of right answers as a group. In task number two, the average of right answers was 1.71 out of 9, which means 19% of the exercise was done correctly. Finally, in exercise number three, learners obtained an average of 5.57 out of 11, or 50.6% of right answers (Figure 2).

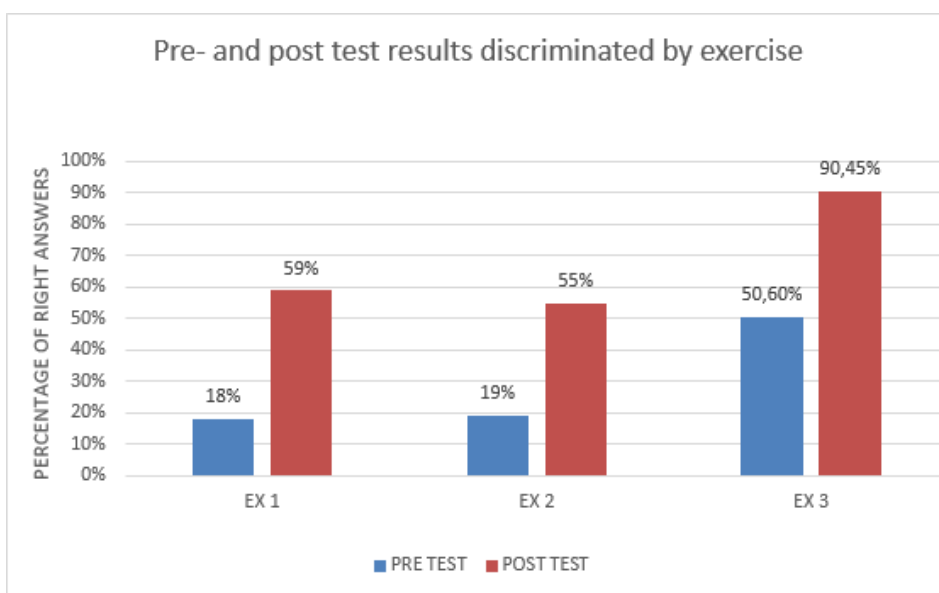


Figure 8: Pre and post-test results discriminated by exercise

In contrast, the results of the post-test (Appendix 4) (which was the same applied before the pedagogical intervention) show a significant improvement in students' knowledge of vocabulary since, as the graphic 1 shows, the group got 71.40 % of the exercises of the test correct (Figure 1). In question number one, learners got

an average of 2.95 out of 5 (or 59%) answers correct, which is higher in comparison to the result of this task in the pre-test. In respect to exercise number two, the average was 4.95 out of 9, which is the same to 55% of right answers. This result also demonstrates an increase in the learners' level of performance when compared to the same exercise of the pre-test, whose result was 19% of correct answers. Finally, in task number three, students reflected the highest improvement in their knowledge of the vocabulary taught, getting an average of 9.95 out of 11, or 90.45% of the exercise solved correctly (Figure 2).

These differences in results and the improvement of students' knowledge of vocabulary can be compared to those obtained by Prince (1996), who worked with two groups and could verify the efficacy of translation as a teaching technique since the group who was taught this way displayed a greater difference in the number of words they knew before and after the experiment. It is to note that subjects in the present study did not, of course, memorize each and every word taught through translation activities. However, the quantity of words they recognized and were able to use after the pedagogical intervention was bigger. Therefore, it is possible to contrast this information with what Prince (1996) said:

In view of the ease with which L1 representations are accessed, it is to be expected, however, that in quantitative terms any technique that relies only upon the L2 network would still be less efficient than translation learning, especially in the early stages (p. 490).

This statement can be contrasted and corroborated with the analysis of the tests results, since before the pedagogical intervention they had little to none knowledge of the vocabulary that was being used in the test (especially because they were beginner

learners and had little knowledge of the L2 to rely on). Nevertheless, after having been exposed to several translation activities, the quantity of words they learned was higher, and they were able to use them properly in context.

Also, Ramachandran & Rahim (2004) carried out a research in which their main conclusion was that the translation method was very effective in helping students learn new words, after teaching an experimental and a control group and analyzing weekly test results. In fact, these authors assure that students recall meaning of new words more effectively through the translation method. Thus, Ramachandran & Rahim (2004) also help explain the progress students made declaring what follows:

First, given that their L2 lexical knowledge is limited, instructions in their L1 may have made the learning of L2 lexical items effective. [...] A translation would be more meaningful for ESL learners than a known synonym in a second language (p. 173).

This extract helps to understand the reasons for the improvement shown by students in the post-test, since they were exposed to a second language through their first language, not only to receive instructions and explanations, but also using it as a means of acquiring knowledge of new vocabulary, making meaning more accessible to them.

6.2 Classroom behavior and students' feedback on the benefits of using translation as a teaching technique

When the pedagogical intervention finished, researchers found appropriate to interview five students, who were chosen randomly, in order to collect information that contributed to identify their perception on the use translation as a teaching strategy. For the purpose of gathering these data, a semi-structured interview (Appendix 5) was

applied to learners; questions aimed at finding out how they felt using their first language in class, how useful they considered translation activities were to learn new vocabulary, and which other skills they believed were improved by translation exercises. Similarly, it was possible to extract data from the observation formats (Appendix 7) filled up by the researchers in terms of students' attitude toward translation-based activities.

Following the analysis of responses given by students during the interviews, their behavior in the course of classes and after detecting various similarities between them, researchers considered adequate to classify the data in the following subcategories:

6.2.1 Overall perception of students toward the use of pedagogical and explanatory translation.

In the first place, it was possible to identify that, in general, all interviewed students share a positive opinion about carrying out translation activities in the second language classroom, since they affirmed they feel more comfortable when Spanish is included in the tasks assigned. For instance, to the question “El hecho de que en la clase de inglés se use el español, ¿te hace sentir cómodo o incómodo? ¿Por qué?”, one of the students said:

Extract 1 – Students' interview:

“Me hace sentir más cómoda por el hecho de que estaba aprendiendo en otro idioma, pero también estaba hablando en español, y eso hace que la clase sea más fácil e interactiva, y que sea más didáctica.”

Similarly, to the question “¿Cómo calificarías tú la experiencia de incluir actividades de traducción en la clase de inglés?” another student stated:

Extract 2 – Students’ interview:

“Me pareció muy chévere porque, pues, uno cuando lo va a estudiar va... aprendiendo a hacer esas cosas, va como... sabe más las palabras, ¿sí me entiendes? Eh... por ejemplo, de traducir dichos, traducir las palabras esas eh... fue de lo que vimos en la clase y lo aprendimos porque lo estaban explicando bien y todo eso.”

In the previous answers, it is possible to observe a common feeling toward the experience of working with translation as a pedagogical strategy; they both express a sense of comfort due to the integration of Spanish in the class, as it makes it more understandable, “interactive” and “didactic”. It means they feel more motivated to participate during class sessions because they are involved in what is being taught and can make their contributions. These findings are similar to those of Dagiliené (2012), whose research showed that 78% of all respondents (a group of university students) agreed on the usefulness of translation as a foreign language learning activity. Also, “Translation exercises were considered to be a positive learning recourse for them to comprehend, memorize, to acquire English skills, produce better English and develop interpersonal communication skills” (Dagiliené, 2012). That is to say, subjects of the present study share the same opinion that learners of the mentioned research: translation activities foster a better understanding of English and the development of other skills like vocabulary.

Another positive aspect about Pedagogical and Explanatory Translation mentioned by students is the easiness with which they can understand the dynamic of

the class, the explanations, and how Spanish encourages the learning of English as a Second Language. The following statements put in evidence this opinion:

Extract 3 – Students’ interview:

“[...] entiendo de lo que hablan. Si ustedes empiezan a hablar y hablar y hablar en inglés, y digamos en mi... pues, como en mi posición que yo no soy muy buena para inglés y muchas cosas no las entiendo, pues sería muy difícil. En cambio ustedes dicen en inglés, y después repiten en español, y uno “ah bueno”, como que se le queda, “ah, esto que dijeron es así”.”

Extract 4 – Students’ interview:

“Sí, porque... pues porque es necesario, porque es nuestra lengua, porque así es que entendemos, y uno no puede, digamos, aprender algo porque... hablan diez horas en inglés. A uno no se le va a quedar nada, no va a aprender nada porque ni siquiera van a saber de qué están hablando. En cambio si hablan en español, si meten el español, si explican lo que hacen, lo que dicen, pues uno va a entender muy fácil y va a aprender mejor.”²

From these fragments, it can be asserted that students appreciate so much when their teachers use their first language, which is Spanish in this case, to make everything more accessible and comprehensible to them. This has also been discussed by Ballester & Chamorro (1991), who argue that “la lengua materna actúa como filtro de la L2, como instrumento a partir del cual el aprendiz reestructura o reorganiza la experiencia de esta L2.” (p. 395). This could be the reason why these learners manifest their attachment to the fact of including their first language in the process of learning a L2. Spanish is the chief means through which English is made sense of.

² As an answer to the question “¿Le gustaría que los profesores de inglés utilizaran ejercicios de traducción en las clases de inglés de ahora en adelante? ¿Sí o no? Y ¿Por qué?”

Nonetheless, there was one student who had a slightly different opinion. When he was asked if he would like their teachers in the following years to include Spanish in their classes, he said:

Extract 5 – Students’ interview:

“Sí y no. Me gustaría, depende de la explicación que estén dando; si es una explicación así como para la clase, no me gustaría que la utilizaran porque necesitamos seguir aprendiendo y todo. Pero si es una explicación fuera de la clase pues si se podría utilizar el inglés, digo el español.”

This means he prefers to receive a maximum amount of input in the second language because he feels that in that way he will be learning more, instead of using Spanish to give instructions or clarifications. In other words, he does not agree with drawing upon their first language to learn a second one, probably because he thinks it will slow down the process. It is comparable to the data Zahia (2012) obtained in his research, where students shared their opinion and affirmed that it would not be useful to use translation the whole time during the lesson, but that it could be an advantage in certain cases, particularly when increasing their lexicon.

6.2.2 Students’ perception about the usefulness of pedagogical translation to enrich vocabulary.

Almost all of interviewed students agreed on one point: translation exercises made them expand their lexicon in the L2. For example, to the question “¿Tú crees que las actividades de traducción te han ayudado a adquirir más vocabulario en inglés?” one of the subjects expressed:

Extract 6 – Students’ interview:

“Sí, porque antes tenía un vocabulario más reducido y pues gracias a la traducción y todo pues uno se va como acordando de las cosas... las va incluyendo en el vocabulario”.

Answering to the question “¿es una ventaja o una desventaja que se incluyan ejercicios de traducción en la clase?” another learner stated:

Extract 7 – Students’ interview:

“Lo pienso como una ventaja para adquirir más lenguaje en el vocabulario, para saber mejor qué significa algunas palabras que no sepa utilizar bien”.

A final opinion from the subjects, to the question “¿crees que las actividades de traducción te han ayudado a adquirir más vocabulario en inglés?”:

Extract 8 – Students’ interview:

“Porque me han ayudado a entender mucho más algunas palabras que no conocía y algunas frases y descripciones que no conocía.”

In short, they perceived that the number of words learned during the pedagogical intervention was significant, which was in fact confirmed by the post-test results. They highlight they learned new words, phrases and proverbs thanks to Pedagogical Translation. These conclusions can be compared to those of Dagiliené (2012), who found that 85% of people from a group of 78 considered translation activities had helped them improve their knowledge of vocabulary in English. Additionally, it also means learners do know what suits them best to acquire new words, since as

Ramachandran & Rahim (2004) or Prince (1996) found in their own researches, translation proved itself effective to improve the learners' lexical knowledge. Finally, their opinion is similar to the students Zahia (2012) interviewed in his research, since they believed translation would be beneficial for the foreign language class mainly in terms of reading, writing and vocabulary.

6.2.3 Other communicative skills improved by pedagogical translation.

In addition to an improvement in the lexical competence of students, they also declared that it was useful to make progress in almost all communicative skills, comprising mainly reading comprehension, but also oral comprehension and production. These are some of their answers to the question “Además del vocabulario, ¿Qué otras habilidades comunicativas considera que se pueden mejorar con el uso de la traducción?”:

Extract 9 – Students' interview:

“Me expreso mejor oralmente, puedo comprender mejor las cosas, se leer mucho mejor, cuando me hablan en inglés yo ya sé más o menos lo que me están diciendo... etc.”

Extract 10 – Students' interview:

“La comprensión oral y la comprensión escrita, porque cuando a usted le hablan en inglés y usted no entiende bien pero va y que le traduzca en español y uno empieza a entender las cosas, y dice “aaaaah es esto”.”

Extract 11 – Students' interview:

“Yo creo que expresarme y comprender mejor lo que leo [...]”

These comments on the other effects translation has on their skills are in accordance to what Dagiliené (2012) was able to conclude; from the group of students with which she worked, 80% assured that their reading skill improved after including translation exercises in their classes. In the same way, 65% of these students acknowledged that they had made progress in their speaking skill, and finally, 50% of them found translating was helpful to develop their listening skill. Likewise, Zahia (2012) concluded that the group who had included translation in the foreign language classroom had improved their reading comprehension, based on their tests results.

6.2.4 Students' attitude during translation activities in the classroom.

From the class observations the researchers made when the pedagogical intervention was being carried out, it was possible to extract some data in terms of the attitude students showed when a translation task was proposed to them. During most interventions, the subjects demonstrated they were interested in the new methodology that was being proposed. Besides, they were really active and did not use to stay quiet for too long, but it was their way to show enthusiasm and attention to what the teacher was telling and doing. Most of them were engaged in the class and tried their best to solve the activities, although there were a few students who got distracted easily and did not work at the same pace as the rest. However, it must be mentioned that they were not particularly enthusiastic for translation activities; instead they manifested a similar interest in the whole class and the other exercises prepared by the teacher, probably because it supposed a novelty for them.

Also, they seemed to enjoy the most the tasks where they had to participate orally and give their opinions, being less attracted by writing or reading activities. These findings can be contrasted with those of Dagiliené (2012), since the conclusions of her study revealed that very few students thought translation was an enjoyable activity, although many admitted it to be useful. Nevertheless, students from the present study classify it as a stimulating exercise, and demonstrated it through their involvement in classes.

6.3 Pedagogical translation implementation and its consequences on language interaction

This category encompasses data about how translation activities can be implemented and integrated successfully in the foreign language classroom, how they turn out in a real context, and which are the implications of including this strategy in terms of language use. Data was taken from the observations researchers made during the pedagogical intervention, and also from some excerpts of students' interviews. Additionally, this information was compared to the findings of other studies and the theoretical framework previously exposed in this work.

6.3.1 Lesson structure and dynamics when using translation as a teaching technique.

To employ this teaching strategy in a way that it promotes communication and interaction between learners, the researchers followed a particular structure for classes that was applied to all interventions. Said structure is well known, but it was adapted to suit the envisaged topics and activities where translation played an important role. A similar procedure was first proposed by Leonardi (2011), in which she presented a way

teachers can include translation exercises in their lessons. The content of the class was divided in three different stages: pre-translation exercises, main translation activity, and post-translation activities. Possible exercises for the first stage range from brainstorming, anticipation guides, or a vocabulary preview; for the second stage, all four skills can be worked on, carrying out literal, summary or parallel translations; and finally, the third stage should be taken as the productive part of the class, where written or oral commentaries can be made by students about the source text and their translations (Leonardi, 2011). Nonetheless, researchers added a stage previous to the pre-translation activities since they considered it would be a good stimulus for students before getting into the core matter.

Such structure is composed of four different stages:

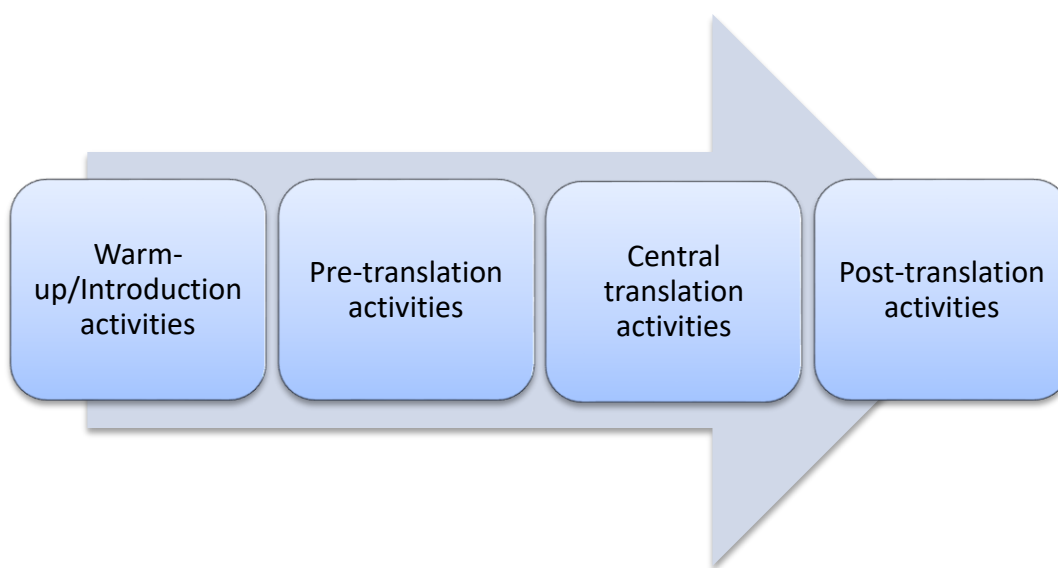


Figure 9: Lesson structure incorporating pedagogical translation

Introduction activities served the purpose of engaging students' attention towards the topic that was going to be developed. It is the first step to awaken their previous

knowledge, and to make them feel like they are already familiarized in a certain way with the subject. It was an essential step for researchers due to the fact that students bring their own experiences to the classroom, supporting the learning process, as mentioned by Fillmore (as cited in Grosjean, 2010):

[...] These children do not come to the task empty-handed; they already possess social, linguistic, and world knowledge; they know what language is used for and what settings it is used in.

To reach this goal, the teacher used strategies such as making questions to students, showing them hints about where the class was going, presenting flashcards with sentences, or playing videos related to the matter being taught, as it can be seen in the following evidences:

Extract 12 – Observation formats:

“The teacher asked students if they knew what a saying was, and they said some examples in Spanish, explaining their meaning. Previous he had written a proverb in Spanish.”

Extract 13 – Observation formats:

“The teacher started by showing an animated video where the Pink Panther had a problem with a painter. It was used to illustrate what a conflict is. Then he made some questions to students so that they could give a solution to it.”

Extract 14 – Students’ interview:

“Ustedes como que dicen “no pues, pregunten y apoyen, y... y den ideas”, entonces eso es... es muy chévere.”

After this brief introduction or warm-up, the teacher started the pre-translation exercise, whose objective was to contextualize students and make a transition between the introduction and the translation activity, as proposed by Leonardi (2011) in her Pedagogical Translation Framework. In this stage, students were guided by the teacher while they were discovering the central topic of the lesson. Tasks to be carried out in this phase were, for instance, group reading and discussion of a text that included specific grammatical or vocabulary items to be learned, watching videos again and taking notes, or discussing meaning in Spanish and English. To illustrate, these are some notes taken by the observer:

Extract 15 – Observation formats:

“El profesor mostró un video a los estudiantes relacionado con un desorden alimenticio. Se trataba de un testimonio contado en pasado y pidió a los estudiantes tomar nota de los verbos.”

Extract 16 – Observation formats:

“Los estudiantes traducían las oraciones de las diapositivas y discutían su significado.”

The two previous stages have the purpose of preparing the learners for the central translation activity, which can be directed to any of the four communicative skills. Therefore, they can be based on reading and writing, listening and speaking, or even three skills at once. This stage can be comparable to the common stage of Practice, where learners put into practice the knowledge they are acquiring. During the interventions of this work, pedagogical translation was used to enrich students' lexical competence with exercises such as dictations, translating texts and sentences orally or

in a written way, and searching for equivalent words in a text, as it was also made by Koletnik (2012), who recommended an eclectic approach which included pedagogical translation. He also asserted that it was important to involve students in translation exercises that represented real life situations. Despite the intervention focused on the development of L2 vocabulary, translation can be employed to focus on the improvement of any skill (Koletnik, 2012; Leonardi, 2011). The following extracts talk about central translation activities:

Extract 17 – Observation formats:

“Los estudiantes han sacado un papel en blanco. El profesor ha dictado palabras en español y en inglés. Cuando el profesor decía vocablos en inglés, [ellos] lo traducían al español y viceversa.”

Extract 18 – Observation formats:

“Los estudiantes realizaron la traducción de los dichos en parejas usando su conocimiento, sus móviles y sus diccionarios.”

Regarding post-translation exercises, these have the objective of verifying if the subjects comprehended and are able to use the new language presented by the teacher in different situations. In order to follow up their learning process, the teacher proposed and guided students through some post-translation activities where they could demonstrate their grasp of the new content. According to Leonardi (2011) and Koletnik (2012), post-translation activities are a perfect opportunity for students to produce oral or written texts in the target language, where they can incorporate the new forms or words that have been learned. Sharing the texts they write in the translation stage orally, performing a sketch in which they include key words, or answering orally a

questionnaire about the topic are some of the possible exercises, which were indeed carried out throughout the intervention:

Extract 19 – Observation formats:

“Students had to represent a conflict. They were working in groups. They tried to show a conflictive situation, although they did not speak much in English.”

Extract 20 – Observation formats:

“Se escribieron los dichos en el tablero, y se llamaron algunos estudiantes para escribir su aporte. Luego se corrigieron sus traducciones literales con los ‘sayings’ reales.”

Extract 21 – Students’ interview:

“[...] ustedes lo solucionan de una vez en clase, es más fácil y más rápido para los estudiantes.”

6.3.2 Teacher use of L1 and L2 in the foreign language classroom while using pedagogical translation.

From all the notes taken during observations (Appendix 7), it could be determined that the teacher spoke in L2, English in this case, mainly to give instructions, explain the topics, and sometimes to make sure students understood the tasks assigned. In fact, it could be noticed that he tried to use English as much as possible, relying on gestures and speaking clearly to facilitate students’ comprehension, as it can be seen in the following extracts:

Extract 22 – Observation formats:

“Al momento de explicar la actividad central y asegurarse de la comprensión [English use]. También cuando los estudiantes preguntaban significados, usaba el inglés y gestos.”

Extract 23 – Observation formats:

“El docente usa inglés la mayor parte del tiempo para explicar las actividades o hablar del tema.”

This usage of English by the teacher can be explained by the need to provide students with enough input in the target language. This also means that, since the teacher is a bilingual subject, he chooses which language to speak according to the context or the situation he is living. This was argued by Grosjean (2010), who held that bilinguals use their languages for different purposes and with different people depending on their needs (p.22). In this case, the teacher needs to speak in English most of the time to his students. This is also in accordance with the findings of Zahia (2012), in whose work she concluded that it would not be beneficial to translate what is said all the time because that is not the purpose of pedagogical translation.

On the other hand, the use of Spanish was privileged when it was necessary to call students' attention and control the group discipline. Nevertheless, the teacher also used it as an explanatory tool, drawing upon Explanatory Translation to clarify the meaning of some difficult words or, as a last resource, to make them understand orders. These extracts put in evidence the previous conclusion:

Extract 24 – Observation formats:

“He had to switch to Spanish sometimes when there were difficult words, also to call them to discipline and silence.”

Extract 25 – Observation formats:

“Se usa el español para llamar la atención y controlar la disciplina, y varias veces para traducir palabras clave del video.”

The use of the L1 in the foreign language classroom by the educator has been analyzed by Ballester & Chamorro (1991), who defended it with the following arguments:

La presencia de la lengua materna, por lo tanto, ha dejado de ser un mal necesario para convertirse en un procedimiento que podemos utilizar para fines constructivos, en tanto que el conocimiento que procede de la L1 puede servir como uno de los inputs en el proceso de generación de hipótesis en la L2, así como favorecer el desarrollo de la interlengua del aprendiz a través de la ruta del universal, es decir, a través de esa "información implícita" de que le provee la lengua materna (p. 397).

For this reason, using Spanish in the English classroom should not be seen as something that hinders the process, since the general knowledge students have about language, thanks to their mother tongue, will help them organize new information in the foreign language. This is why it can be used sometimes to shed light on confusing words or sentences. In addition, they claim Explanatory Translation represents some advantages like “diluir las ambigüedades que la traducción intralingual –que emplea recursos de la L2: sinónimos, paráfrasis- puede generar en ocasiones” (p. 399).

Moreover, the teacher switched his discourse to Spanish only in certain occasions, when he needed all learners to be attentive and listen to instructions, when

he demanded them discipline, or when he saw an exercise was confusing them. This can be explained too because code-switching is a natural and quite unconscious activity among bilinguals, but it occurs depending on the people the speaker addresses and the context of the interaction (Offiong & Okon, 2013, p. 907). In this case, the teacher chose where and when it was necessary to speak English or Spanish with the aim of facilitating subjects' comprehension.

6.3.3 Students' use of L1 and L2 in the foreign language classroom while using pedagogical translation.

In regard to students' employment of the L2, it could be established through observations that they spoke in English mainly when they were asked to do it by the teacher, uttering isolated words or trying to make up little sentences at most. It is worth of mention, anyway, that some students had a greater knowledge of English than their peers, and several had a very good pronunciation. However, to express themselves in the L2, they always needed the teacher's guidance. In addition, the observer's noticed that some students interacted between them using a few learned expressions such as "Oh my god!" or "Thank you". These actions find an explanation in the perspective Grosjean (2010) and Baker (2011) have about bilingualism, since bilingual subjects may have different levels of proficiency in the languages they speak, and yet use them for different purposes in distinct contexts. In this case, learners speak in Spanish, their first language to talk to friends, which could be taken as an informal interaction.

On the other hand, they speak in English while being in class, directed by the teacher, which could be considered a formal and academic interaction. Therefore, these

subjects can be called bilinguals because they already speak more than one language, but are not necessarily fluent in both of them. As Baker (2011) explained too, they are involved in a formal learning process, changing from being monolingual to bilingual people. These are some notes taken by the observer in respect to their use of the L2:

Extract 26 – Observation formats:

“Los estudiantes usan el inglés justo para responder a las palabras y preguntas solicitadas por el profe.”

Extract 27 – Observation formats:

“Ellos intentaban usar el poco inglés que sabían para explicar el significado de los dichos en inglés, usaban palabras sueltas y algunos verbos. [Usan] algunas expresiones aprendidas para hablar entre ellos.”

On the contrary, these learners used to speak in Spanish during class almost all the time to interact with each other or to make sure they understood what the teacher explained. Also, they switched to Spanish when they were not able to find the right words in English to answer questions or to make a comment on the topic that was studied. The following extracts from the observation formats account for the previous conclusion:

Extract 28 – Observation formats:

“[los estudiantes hablaban en español] la mayor parte del tiempo, para interactuar entre ellos, y para darse a entender cuando no hallaban palabras en inglés.”

Extract 29 – Observation formats:

“Generalmente, hablaban en español entre ellos y para verificar que comprendían las instrucciones del docente.”

Their use of Spanish can be analyzed taking into consideration what Ballester & Chamorro (1991) argued regarding the mental processes that occur in learners' minds while studying a second language:

“[...] aunque el profesor prohíba la traducción en voz alta, a la hora de asociar a un objeto o a una acción un determinado significante de la L2, se produce además en el aprendiz otra asociación mental con un significante de la lengua materna. En otras palabras, aunque eliminemos la traducción explicativa, no podemos suprimir lo que Hurtado Albir denomina “traducción interiorizada” [...]” (p. 396).

That is to say, students will always rely on the L1 even when they are learning a new one, and their first language will work as a filter for all the information they receive in the new code. Also, they associate new words with something already known to them, which is their mother tongue in the first place. That is the reason why they used to speak in Spanish repeating the teacher's instructions, so they could grasp the meaning.

Additionally, to account for the reasons why students switch from English to Spanish, it may be useful to look at the conclusions of Offiong & Okon (2013), who after an extensive literary review about code-switching, considered that this phenomenon occurred in beginner learners of a second language due to the necessity of continuing their discourse while speaking (p. 910). They also stated that code-switching can compensate for some difficulty speakers could experiment with one of the languages

they know. This, in short, is true for subjects of this study, whose level of English was not high enough to keep a conversation or express elaborate ideas.

6.4 Vocabulary teaching strategies and perception on pedagogical translation by the head teacher

From the survey (Appendix 3) applied to the head teacher of students who participated in this research, it was possible to compile valuable data that aims at indicating the method or approach the teacher privileged at the moment of working on the learners' lexical competence, and also serves the purpose of presenting the opinion the teacher shared about Pedagogical Translation.

Taking into account the answers given by the teacher to a survey about her teaching practices (Appendix 3), the researchers established that, in order to increase the students' amount of vocabulary in L2, she preferred to present them representative pictures, to mime or act the words if it was possible, to use synonyms and antonyms in English, or to exemplify the usage of the words by including them in sentences.

All of these methods share one similarity: they do not include the first language of students to help them understand a foreign language. This means the teacher mainly privileges the Natural Approach to convey new information in the foreign language to her students. Richard & Rogers (2001) defined the principal characteristics of this approach, which focuses on meaningful communication and the right kinds of comprehensible input to provide the learner with enough information, defending the effectiveness of language acquisition over language learning (p. 179). For this reason,

the teacher affirms that she rarely uses the first language of students to teach English, and that she had not thought of using translation activities to teach vocabulary because she sees it as a disadvantage for second language learning.

Nevertheless, the teacher also answered that the use of translation in her classes gave her the best results when trying to teach vocabulary and develop the lexical competence of learners. This is similar to the findings of Zahia (2012) and Mbeudeu (2017), who also applied a teacher questionnaire with the purpose of discovering their opinion towards the use of translation and the inclusion of the L1 in the foreign language classroom. Zahia (2012) found out that half the teachers were not in agreement with including translation in their classes, but more than half the teachers used it regularly. In the same way, Mbeudeu (2017), who carried out a research focusing only on teachers' perception of TBAs (Translation Based activities), concluded that 90% of his respondents thought TBAs could positively impact learners' accuracy in writing.

Finally, the teacher acknowledged that if evidence that Pedagogical Translation improves the lexical competence of students were presented to her, she would adopt this teaching strategy since any method that helps learners to improve is welcome.

7. Limitations

Despite having fixed a timetable to finish the present research project during 2018, there were some obstacles that impeded its completion. The first scheduled step that could not be completed was the delivery date of the written work. This was assigned for the end of November 2018, but due to the national students' strike, the researchers could not finish the work and turn it in as agreed. The orientations for the analysis of results could not be received earlier, so it took more time than planned.

In addition, the researchers planned to observe some classes dictated by the teacher who answered the questionnaire (Appendix 3) in order to compare this person's methods to teach vocabulary with the answers she gave to the survey. These observations could not be carried out since the head teacher retired definitely in January 2019. Finally, the researchers wanted to make this study with a greater amount of learners, but only 21 of them handed in the informed assent (Appendix 2), so the rest of them could not be taken into account for the results of the study.

8. Recommendations and projection

In order to expand the knowledge available about the effectiveness of translation as a teaching technique to improve learners' lexical competence, the researchers recommend implementing the already mentioned strategy with a different population. The sample of this project was eighth graders of a public school; therefore, it would be convenient if the method was applied to a younger or older population in order to discover if the effects of this teaching technique are the same on the learners' language skills. In addition, the researchers also recommend deepening into the impact of pedagogical translation on other language skills or secondary competences since of course it does not only affect vocabulary. Finally, for future projects that want to carry out further research on the effects of translation in the learning of a foreign language, it is advised to use this methodology with a bigger number of subjects so results may have the possibility to be generalized. This means, the focus of a related research could also be quantitative.

The researchers suggest that, based on the results of this study, teachers start including translation-based activities in English classes in order to teach and expand the lexicon of students in the L2. It is worth mentioning, however, that not all of the activities must include explanatory translation by the teacher, nor all the exercises proposed must deal with translation. As Koletnik (2012) argued, an approach to translation should also include other types of activities since the main objective is to

master a foreign language. Therefore, an eclectic approach where translation and other strategies are used for this purpose is recommended.

9. Conclusions

As a result of the analysis of all the data gathered, and the contrast made between this information and other authors' findings and theories, it is now possible to answer the research questions that guided this study:

Which are the methods teachers generally use to teach vocabulary in the EFL classroom?

According to the information given by the surveyed teacher, it can be concluded that, to improve her learners' lexical competence, she preferred strategies that were in accordance with the principles of the Natural Approach, where the first language is omitted as much as possible during the acquisition of a second language. These strategies range from showing meaningful pictures, making gestures, miming, or giving examples of sentences where the key words are mentioned. Although she stated that she avoids translating words, she admitted it gave her good results since students understood better, an answer that is similar to the findings of Zahia (2012) and Mbeudeu (2017). Also, she answered she did not know the difference between pedagogical and explanatory translation.

However, she declared she was open to include translation activities to help students increase their knowledge of vocabulary as long as evidence that this technique offers benefits is presented.

How can translation be used as a teaching technique to expand the learners' vocabulary in L2?

Basing the dynamics of the pedagogical intervention on the Pedagogical Translation Framework proposed by Leonardi (2011), and after adapting it to the context and the topics suggested by the Ministry of Education (2016), the researchers concluded that it is possible to incorporate translation based activities in the EFL classroom through the implementation of four stages. These stages are called Warm-up, Pre-translation Activities, Central Translation Activities, and Post-Translation Activities.

The first stage includes a contextualization to the topic that will be developed during the next stages. Suggested activities for this stage are a guided discussion through the making of questions that trigger students' interest and curiosity, vocabulary games including words that will be central for the lesson, or the presentation of media to give them hints on the subject and get them talking.

The second stage prepares students for the translation task they will carry out, while they start figuring out what the topic of the lesson is. Activities such as group reading and meaning discussion are used for this purpose.

The third stage is the most important one, taking into account that learners get totally involved in the translation phase. In this moment, they receive a written or oral text where they have to pay special attention to certain features of language or specific words chosen by the teacher for the class. Learners' task is to interpret meaning and compare their first language to the one they are learning. In short, to become aware of

the similarities and differences those languages have, while gaining knowledge in the target language.

Finally, post-translation activities serve the purpose of verifying students' understanding or correcting them in case they need it. In fact, it is a feedback stage. The teacher can guide discussions where students share their results and create a space for co-evaluation. Also, they can produce written or oral texts that include the studied vocabulary.

On the other hand, the researchers also determined that code-switching is always present in the development of the lessons. The teacher used mainly English to dictate his class and give explanations, and Spanish to discipline students or as an explanatory resource. On the contrary, students used mainly Spanish to communicate between them, but English to talk to the teacher and participate in the lesson. It can be interpreted as a sign that learning a foreign language requires the presence of the first language in the classroom by the cause that they are already bilinguals.

What is the impact of translation as a teaching technique on the students' the lexical competence in L2?

To this respect, bearing in mind the significant difference between the average results from the pre-test and the post-test, namely 32.70% (Pre-test) in contrast with 71.40% (Post-test), the researchers conclude that the impact of translation as a teaching technique on the lexical competence of students is a positive one. The number of words students knew increased after the pedagogical intervention, meaning that

Pedagogical Translation is, indeed, a viable strategy to help the learners improve their lexical competence in the foreign language.

This does not mean that Pedagogical Translation is the only method teachers should use when trying to increase the vocabulary of learners, but it does mean it should not be totally excluded from the EFL classroom. In brief, it can be used along with other techniques and strategies to get the best results for learners.

How do students perceive the use of translation to improve their lexical competence in L2?

According to the answers given by the students in the interviews (Appendix 5), and the records made by the researchers in the observation formats (Appendix 7), it could be established that most of the students expressed their agreement with the inclusion of translation activities in the class, manifesting an increase in their comprehension, and their comfort while using the L1 in the learning process of the foreign language. In addition, they affirmed that they felt the quantity of words they knew in English augmented. However, there was a minority who did not share this opinion, since they stated that to learn English the class should be totally oriented in such language.

In terms of the attitude students manifested toward translation activities in the classroom, it could be concluded that they exhibited a good behavior most of the time; they were generally attentive and developed all tasks assigned, showing different levels of enthusiasm depending on the exercises proposed. Their participation was frequent since they felt more motivated thanks to the class dynamics and strategies used.

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ANNEXES

Appendix 1- Informed Consent

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN LA INVESTIGACIÓN

TÍTULO DEL PROYECTO: Mejorando la competencia léxica de estudiantes de octavo grado por medio de la traducción como estrategia de enseñanza.

Su institución y usted han sido seleccionados para participar en este proyecto de investigación a realizar por los estudiantes Laura Jazmín Villa Castaño, Francisco Javier Robayo Bolívar y Luis Carlos Gil Vélez; además supervisado por la profesora Paola Alzate Ortiz, docente del área de investigación del Programa Licenciatura en Lenguas Modernas de la Universidad del Quindío.

Por favor lea la siguiente información y formule las preguntas que considere necesarias, antes de decidir si participa o no en el estudio. Su participación es **absolutamente voluntaria**.

PROPÓSITO DEL ESTUDIO: Analizar el impacto que tiene el uso de la traducción pedagógica en la clase de inglés en la competencia lexical de estudiantes de octavo grado.

TIEMPO DE DURACIÓN: 8 semanas

El propósito general del estudio al que este cuestionario está sujeto es determinar de qué manera la traducción como estrategia pedagógica afecta la competencia lexical de los estudiantes de una lengua extranjera. Los resultados de este proyecto de investigación podrían conducir a aplicar nuevas y mejores prácticas pedagógicas en un futuro. Por este motivo, queremos pedirle que conteste algunas preguntas de una encuesta que no le tomarán mucho tiempo.

PROCEDIMIENTO: Durante el tiempo que dure el estudio se llevarán a cabo las siguientes actividades:

Intervenciones pedagógicas: A medida que los investigadores realizarán su práctica profesional, también implementarán actividades de traducción pedagógica para finalmente analizar su efecto. Esto se realizará en cuatro sesiones de clase.

Observación de clase: Se realizarán observaciones durante sesiones presenciales donde los estudiantes y docente interactúen, las cuales se acompañarán con la toma de notas de campo. Los observadores no participarán activamente en la dinámica de la clase.

Cuestionarios: Habrá un cuestionario para el docente de inglés de octavo grado en el cual se le pedirá hacer unas reflexiones sobre la forma en que utiliza la primera lengua en su clase con los estudiantes.

Test: Este test se realizará a la totalidad de estudiantes de octavo grado que tengan el inglés como segunda lengua y posean un nivel bajo-intermedio; este test se realizará antes y después de las intervenciones pedagógicas con el fin de constatar qué impacto tendrán las sesiones de clase que incluyan actividades de traducción. Este evaluará vocabulario relacionado con los temas del currículo sugerido por el Ministerio de Educación para octavo grado.

Entrevistas: Las entrevistas serán semi-estructuradas. Se escogerá un grupo focal de cinco (5) estudiantes. Estas se harán finalizando la fase de intervenciones y de test para así constatar los datos obtenidos en las mismas.

A través del desarrollo de la investigación, si es necesario, podrán ser incorporadas otras herramientas para la recolección de datos; una característica de los estudios cualitativos. Todas estas actividades tendrán lugar en la institución.

Conjuntamente con usted estableceremos un cronograma de trabajo según su conveniencia y la de los estudiantes, de tal manera que no se interfiera con las actividades académicas, culturales o recreativas de su institución.

CONFIDENCIALIDAD: Los encuestados han sido elegidos al azar, y sus respuestas se incluirán en el documento final de manera anónima. Nunca se comunicarán datos individuales, pues el objetivo es meramente investigativo. Se utilizarán nombres ficticios de la institución (a menos que no sea inconveniente mencionar el nombre del colegio), profesores y estudiantes para mantener su identidad en el anonimato. Habrá estricta confidencialidad con la información que se recolecte.

DIVULGACIÓN DE RESULTADOS: Contaremos con su autorización y la de la institución para publicar sus respuestas. Sin embargo, su nombre nunca aparecerá en ningún reporte o documento. Siéntase libre de pedir cualquier explicación o de manifestar cualquier inconveniente que surja en el proceso.

PARTICIPACIÓN: Usted tiene todo el derecho de participar o no hacerlo. Si decide hacerlo, puede retirarse en el momento que usted lo considere, sin ninguna consecuencia.

No pretendemos de ninguna manera evaluar su trabajo y desempeño, sino más bien ofrecerle herramientas que posibiliten el crecimiento profesional y personal. Los resultados del proyecto no tendrán incidencia alguna en las evaluaciones que realicen sus superiores, por cuanto existirá absoluta reserva de nuestra parte en este sentido.

BENEFICIOS: Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas de metodología de la enseñanza del inglés, específicamente en la enseñanza del léxico.

Usted podrá verificar cualquier información en con la docente asesora del proyecto:

Paola Alzate Ortiz

palzate@uniquindio.edu.co

Programa Licenciatura en Lenguas Modernas

Facultad de Educación

Universidad del Quindío.

Dirección: Avenida Bolivar Calle 12 Norte

Agradecemos su autorización para contar con usted como participante en este proyecto.

Fecha de la socialización del presente Consentimiento Informado:

Nombre: _____

Cargo: _____

Firma: _____

Appendix 2- Informed Assent



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SEMINARIO DE INVESTIGACIÓN EN LENGUA EXTRANJERA III

CÓDIGO

ASENTIMIENTO INFORMADO

¿Cómo mejorar la competencia lexical de estudiantes de octavo grado de una institución pública de Armenia utilizando la traducción como estrategia de enseñanza?

Cordial saludo:

Nuestros nombres son Laura Jazmín Villa Castaño, Francisco Javier Robayo Bolívar y Luis Carlos Gil Vélez y actualmente estamos estudiando Licenciatura en Lenguas Modernas en la Universidad del Quindío. Estamos realizando un estudio para saber el impacto que puede tener la traducción en el vocabulario en tu aprendizaje de una segunda lengua.

Tu participación en el estudio consistiría en responder una entrevista que nos servirá para recopilar la información necesaria para sacar conclusiones del desarrollo durante las intervenciones. La entrevista se realizará después de haber finalizado las intervenciones, para determinar cómo ha sido tu experiencia.

Igualmente, presentarías un test antes y después de las sesiones de clase, el cual no afectaría de ninguna manera tu rendimiento académico o tus notas. Este tiene fines netamente investigativos y será revisado solo por los investigadores.

Tu participación en el estudio es voluntaria, es decir, aun cuando tu papá o mamá hayan dicho que puedes participar, si tú no quieres hacerlo puedes decir que no. Es tu decisión si participas o no en el estudio. También es importante que sepas que si en un momento dado ya no quieres continuar en el estudio, no habrá ningún problema, o si no quieres responder a alguna pregunta en particular, tampoco habrá inconveniente.

El hecho de que participes o no, no influirá de ninguna manera en las notas de tu clase ni en ningún otro tipo de calificación o reporte que pueda dar tu profesor o profesora.

Toda la información que nos proporciones nos permitirá conocer cómo la traducción como método de enseñanza de una segunda lengua, puede mejorar el vocabulario. Esta información será confidencial. Esto quiere decir que no diré a nadie tus respuestas, sólo lo sabré yo.

Si aceptas participar, te pido que por favor pongas una (✓) en el cuadro de abajo que dice “Sí quiero participar” y escribe tu nombre completo.

Si no quieres participar, no pongas ninguna (✓), ni escribas tu nombre.

Sí quiero participar Nombre: _____

Nombre del acudiente: _____

Firma del acudiente: _____

Nombre y firma de la persona que obtiene el asentimiento:

Nombre: _____ Firma: _____

Fecha: ___ de _____ de 2018

Appendix 3- Teacher Survey

Apreciado docente:

Por favor, conteste con la mayor sinceridad posible, no hay respuestas correctas o incorrectas. Lea atentamente las instrucciones, pues cada pregunta puede tener varias formas de respuesta.

Muchas gracias por su colaboración.

INSTRUCCIONES

Utilice un lápiz o un lapicero de color oscuro para seleccionar las respuestas. Al hacerlo, reflexione sobre lo que hace habitualmente en sus clases. En las preguntas de selección múltiple, marque X en solo una opción. En las preguntas abiertas, sea lo más específico posible.

1. Edad: _____ Género: _____
2. ¿Es usted Licenciado en Lenguas Modernas, Lenguas Extranjeras, Inglés, o similares?

Sí No

¿Cuál específicamente?

3. ¿Posee usted un título diferente al de Licenciado?

Sí No ¿Cuál? _____

4. ¿De qué universidad es egresado? _____

5. ¿Alguna vez durante sus estudios universitarios le sugirieron el uso de la traducción como estrategia de enseñanza de la lengua extranjera?

Sí No No lo recuerdo

6. ¿Recurre usted al uso de la traducción durante las clases de inglés?

Siempre Frecuentemente Algunas veces Raramente Nunca

7. ¿Con qué frecuencia cree que el uso de la lengua materna (español) es útil para desarrollar habilidades comunicativas en la lengua extranjera (inglés)?

Siempre Frecuentemente Algunas veces Raramente Nunca

8. ¿Conoce usted la diferencia entre traducción explicativa y traducción pedagógica? Si marca la opción afirmativa, justifique su respuesta.

Sí No

9. ¿Ha pensado alguna vez en usar la traducción para mejorar la competencia lexical de los estudiantes?

Sí No

¿Por qué? _____

10. Marque con una X los métodos o estrategias a los que usualmente recurre para enseñar vocabulario. Puede marcar más de una opción:

a) Imágenes

b) Mímica

c) Traducción al español

d) Definición

e) Ejemplificación

f) Uso de sinónimos/antónimos

g) Otra _____

11. De los métodos anteriores, ¿cuál le ha dado más resultados a la hora de desarrollar la competencia lexical de sus estudiantes?

11. Si se le mostrara evidencia de que la traducción pedagógica tiene como

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EXTRANJERA EN INSTITUCIONES PÚBLICAS (ENSEÑANZA DE VOCABULARIO)
ARMENIA

resultado una mejora en la competencia lexical de los estudiantes de inglés,
¿consideraría utilizarla en sus clases?

Sí No Tal vez

Justifique su respuesta

Appendix 4- Student Test

Apreciado estudiante:

Al participar en este test, usted colaborará en el posible diseño de nuevas estrategias para la enseñanza del inglés. Por esta razón, su participación es muy importante y le pedimos que resuelva con sinceridad y seriedad los siguientes ejercicios.

¡Gracias!

Cada uno de los puntos tiene instrucciones diferentes. Por favor, ponga atención a cada uno.

I. Depending on the context, match the saying/proverb (A-B-C-D-E) with the situation (1-2-3-4-5) where it can be used correctly.

A. A problem shared is a problem halved.

B. Actions speak louder than words.

C. Do unto others as you would have them do to you.

D. Revenge is a dish best served cold.

E. A still tongue makes a wise head

1. Maria is a student who does not talk very much, but she listens carefully and always says the right answer. _____
2. I like this politician. He does not only promise things for this town, but he does them ____.
3. I have trouble solving math exercises. I will ask my friend to help me. _____
4. Francisco is a kind person and always helps other people, so when he has problems, people want to help him back. _____
5. I am angry with my friend because he told my secret. I will wait, and when he tells me a secret I will tell everyone too. _____

II. Write the correct word in the space in order to complete the sentence.

Food – Sick – Crave – Bloating – Captive - Eating disorder - Meal - Recovery - Healthy

- a) Laura went to a party. Now her stomach feels _____ because she ate a lot of candies.
- b) Carolina exercises every day, eats vegetables and fruits, and she sleeps 8 hours per day. For those reasons, she looks very _____.
- c) My freezer is full of _____. My parents just came back from the supermarket.
- d) I _____ the new PS4 game. I have saved money for a year to buy it.

- e) Luis has eaten beans for a week, now he is _____ of eating always the same food.
- f) Breakfast, when we eat arepa, bread, cheese, eggs and fruits, is the most important _____ of the day.
- g) She follows all the doctor's indications to have a good _____. She got injured last week, and she wants to be in a good physical condition.
- h) He is _____ of his addiction. He cannot stop eating chocolate all the time and feels guilty.
- i) Anorexia and Bulimia are both _____. It is recommended to look for professional help to overcome them.

III. Classify the following words/expressions in the corresponding category given in the chart:

Threats
Acknowledge the person's feelings
Yelling
Understand concerns
Name-calling
Consider change
Put-downs
Withhold judgments
Stick to one conflict at a time
Considering different solutions at hand
Listening to requests

| Things you need to do to resolve a conflict | Things you should not do to resolve a conflict |
|---|--|
| | |

Appendix 5- Students' Interview

1. ¿Cómo calificarías tú la experiencia de incluir actividades de traducción en la clase de inglés?
2. ¿El hecho de que en la clase de inglés se use el español te hace sentir cómodo o incómodo? ¿Por qué?
3. ¿Crees que las actividades de traducción te han ayudado a adquirir más vocabulario en inglés? ¿Por qué?
4. Además del vocabulario, ¿Qué otras habilidades comunicativas (producción oral, producción escrita, comprensión oral, comprensión escrita, pronunciación, gramática) considera que se pueden mejorar con el uso de la traducción?
5. En su opinión, ¿es una ventaja o una desventaja que se incluyan ejercicios de traducción en la clase de inglés? ¿Por qué?
6. ¿Qué estrategias /actividades prefieres o te son útiles personalmente para expandir tu vocabulario en inglés?
7. ¿Le gustaría que los profesores de inglés utilizaran ejercicios de traducción en sus clases de ahora en adelante? ¿Por qué?

Appendix 6- Lesson Plans

LESSON PLAN FORMAT # 1

GENERAL INFORMATION

| | | | |
|--|--|----------------------|--------------------------------|
| Teacher: Francisco Javier Robayo Bolívar | School: Escuela Normal Superior del Quindío – Sede Fundanza | Grade: 8°H | Duration in hours: 2 |
| Standards: | | | |
| <ul style="list-style-type: none"> • Identifico la información clave en conversaciones breves tomadas de la vida real, si están acompañadas por imágenes. • Expreso mi opinión sobre asuntos de interés general para mí y mis compañeros. • Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. | | | |
| Objective based on language functions: | | | |
| To give orders, advice and suggestions using the imperative form of verbs. | | | |
| Specific objectives for students: | | | |
| <ul style="list-style-type: none"> -To acquire vocabulary related to conflict resolution in order to include it in their advice. -To realize which similarities and differences they can find between Spanish and English when analyzing a text of 10 ways to solve conflicts. -To express suggestions and advice orally. | | | |
| Topic: The Imperative form of verbs in English | | | |

| PERFORMANCE INDICATORS | | |
|---|---|--|
| Knowing | Doing | Being |
| Acquires vocabulary related to things that might happen during a conflict. | Suggests how to resolve a conflict using known vocabulary. | Is more conscious about what happens in a conflict. |
| Recognizes how to give advice or suggestions in English using the imperative form of verbs in the affirmative and negative way. | Uses the imperative form to give advice or recommendations. | Is able to choose what to do and what not to do during a conflict. |
| Identifies that there are some | Compares English words related to problem solving with their equivalents in | Comprehends that conflicts have to be resolved in a peaceful way. |

| steps people should follow to solve conflicts. | Spanish and finds differences or similarities. | | | | | | | | | | |
|--|---|---|------------------------------------|----------------------|-----------|---|---|--|--|--|---|
| <p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>Imperative form (use, do not use, ask, do not ask, agree, make, listen, withhold, avoid)</p> <p>Threats</p> <p>Acknowledge the person's feelings</p> <p>Yelling</p> <p>Understand concerns</p> <p>Name-calling</p> <p>Consider change</p> <p>Put-downs</p> <p>Withhold judgments</p> <p>Stick to one conflict at a time</p> <p>Put-downs</p> <p>Consider different solutions at hand</p> <p>Listen to requests</p> | | | | | | | | | | | |
| <p>Integrated Skills:</p> <p>Oral comprehension and production.</p> | | | | | | | | | | | |
| <p>Procedure, interaction patterns and timing:</p> <table border="1"> <thead> <tr> <th>Stage, interaction pattern, timing</th> <th>Activity Description</th> <th>Stage aim</th> </tr> </thead> <tbody> <tr> <td>Warm-up (Teacher-students) 20 minutes</td> <td>To start with, a video in which students will be able to identify a conflict between the characters will be shown. Then the teacher will ask them what they can see in the video, which situation it is, and what actions can be made to avoid or solve it. First, the teacher will give an example so students can make their own proposals, and he will write a list on the board with all the ideas.</td> <td>To suggest what people involved in a conflict can do using the vocabulary they already know.</td> </tr> <tr> <td>Topic presentation (Teacher-students)</td> <td>After this, he will show them how to transform any phrases they have there to the imperative. Next, the teacher will hand out a text about 10 ways to resolve conflicts. He will start reading the first point and discussing what it means in a conflict. Then, he will ask different</td> <td>To identify a new way to advice or suggest people what to do when they have a problem using the imperative form of verbs.</td> </tr> </tbody> </table> | | | Stage, interaction pattern, timing | Activity Description | Stage aim | Warm-up (Teacher-students) 20 minutes | To start with, a video in which students will be able to identify a conflict between the characters will be shown. Then the teacher will ask them what they can see in the video, which situation it is, and what actions can be made to avoid or solve it. First, the teacher will give an example so students can make their own proposals, and he will write a list on the board with all the ideas. | To suggest what people involved in a conflict can do using the vocabulary they already know. | Topic presentation (Teacher-students) | After this, he will show them how to transform any phrases they have there to the imperative. Next, the teacher will hand out a text about 10 ways to resolve conflicts. He will start reading the first point and discussing what it means in a conflict. Then, he will ask different | To identify a new way to advice or suggest people what to do when they have a problem using the imperative form of verbs. |
| Stage, interaction pattern, timing | Activity Description | Stage aim | | | | | | | | | |
| Warm-up (Teacher-students) 20 minutes | To start with, a video in which students will be able to identify a conflict between the characters will be shown. Then the teacher will ask them what they can see in the video, which situation it is, and what actions can be made to avoid or solve it. First, the teacher will give an example so students can make their own proposals, and he will write a list on the board with all the ideas. | To suggest what people involved in a conflict can do using the vocabulary they already know. | | | | | | | | | |
| Topic presentation (Teacher-students) | After this, he will show them how to transform any phrases they have there to the imperative. Next, the teacher will hand out a text about 10 ways to resolve conflicts. He will start reading the first point and discussing what it means in a conflict. Then, he will ask different | To identify a new way to advice or suggest people what to do when they have a problem using the imperative form of verbs. | | | | | | | | | |

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PEDAGOGICAL INTERVENTION

| | | |
|--|---|---|
| 35 minutes | students to read each point and to discuss the meaning. | |
| Practice (Student-student) 30 minutes | The teacher will form groups of 4 or 5 students, and he will ask them to act out a conflict before the class. The situation will be proposed to them, but they will have to build the dialogue. Then when they have finished the presentation (3 minutes at most), the rest of the group will identify the problem and give them advice or suggestions based on the points of the text. | To discuss possible solutions for common conflicts and to train their oral production with vocabulary related to conflict resolution. |
| Practice (activity for the implementation of the pedagogical proposal) 25 minutes | In this stage, students will read the text “about 10 ways to resolve conflicts” again and identify a list of some specific words that the teacher will distribute between them. This list of words will be in Spanish, so they will find their equivalents in English. When they have finished, they will compare results and discuss the most difficult parts to translate or to memorize. | To compare some words in Spanish related to vocabulary of conflict resolution with their equivalents in English. To analyze how different or similar those words are and discuss with a partner if they are difficult to remember. |
| Assessment: | | |
| In the practice stage, the teacher will realize if students are internalizing the new vocabulary and if they are able to come up with their own sentences using the imperative form. | | |
| Materials and resources: | | |
| Copy of the text <i>How to Resolve Conflict</i> (Annex 1), computer, speakers, dictionaries. | | |
| Bibliography: | | |
| http://wittcom.com/how-to-resolve-conflict/ | | |

Annex 1 - How to Resolve Conflict

If you view conflict as something that shouldn't happen, something that harms relationships, it becomes negative. And then you avoid it and hope it will go away. But if you see conflict as a fact of life, an opportunity to strengthen relationships, you have a way of resolving conflict by turning it into something creative.

Try these “10 Ways to Resolve Conflict.”

1. Agree on a mutually acceptable time and place to discuss the conflict.
2. State the problem as you see it and list your concerns.
 - Make “I” statements.
 - Withhold judgments, accusations, and absolute statements (“always” or “never”).
3. Let the other person have his/her say.
 - Do not interrupt or contradict.
 - Do not allow name-calling, put-downs, threats, obscenities, yelling, or intimidating behavior.
4. Listen and ask questions.
 - Ask fact-based questions (who? what? where? when? how?) to make sure you understand the situation.
 - Ask exploratory questions (what if? what are you saying? is this the only solution to our problem? what if we did such and such? are there other alternatives to this situation?).
 - Avoid accusatory “why” questions (why are you like that?).
 - Use your own words to restate what you think the other person means and wants.
 - Acknowledge the person's feelings and perceptions.
5. Stick to one conflict at a time — to the issue at hand.
 - Do not change the subject or allow it to be changed.
“I understand your concern, but I'd like to finish what we're talking about before we discuss it.”
6. Seek common ground.
 - What do you agree on?
 - What are your shared concerns?
7. Brainstorm solutions to the conflict that allow everyone to win.
8. Request behavior changes only.
 - Don't ask others to change their attitudes.
 - Don't ask them to “feel” differently about something.
 - Don't ask them to “be” different.
 - If you want them to “stop doing” something, suggest an alternative action.
9. Agree to the best way to resolve the conflict and to a timetable for implementing it.
 - Who will do what by when?
10. If the discussion breaks down, reschedule another time to meet. Consider bringing in a third party.

GENERAL INFORMATION

| | | | |
|--|---|----------------------|--------------------------------|
| Teacher: Francisco Javier Robayo Bolívar | School: Escuela Normal Superior del Quindío – Sede Fundanza | Grade: 8°H | Duration in hours: 1 |
| Standards: • Identifico elementos culturales presentes en textos sencillos. | | | |
| <ul style="list-style-type: none"> • Interactúo con mis compañeros y profesor para tomar decisiones sobre temas específicos que conozco. • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. • Hago presentaciones cortas y ensayadas sobre temas cotidianos y personales. | | | |
| Objective based on language functions: | | | |
| To use sayings related to conflicts or problem solving in the correct moment. | | | |
| Specific objectives for students: | | | |
| <p>To analyze sayings in Spanish and their equivalents in English.</p> <p>To figure out the meaning of some sayings in English.</p> <p>To include such sayings in a conversation with their peers.</p> | | | |
| Topic: Proverbs related to problem solving | | | |

PERFORMANCE INDICATORS

| Knowing | Doing | Being |
|---|--|---|
| <p>Relates the meaning of certain proverbs in English with their Spanish equivalents.</p> <p>Recognizes when such proverbs can be properly used according to the situation.</p> | <p>Translates some proverbs related to problems solving into Spanish.</p> <p>Finds the Spanish equivalent of some proverbs in English.</p> <p>Tells the sayings in an appropriate context.</p> | <p>Decides which of the sayings are worth applying to real life and which are not.</p> <p>Participates willingly in the activities proposed by the teacher.</p> |

Contents (Vocabulary / intercultural-sociolinguistic):

A problem shared is a problem halved
 Actions speak louder than words
 Do unto others as you would have them do to you
 Revenge is a dish best served cold
 A still tongue makes a wise head

Integrated Skills:

Oral production

Procedure, interaction patterns and timing:

| Stage, interaction pattern, timing | Activity Description | Stage aim |
|--|---|--|
| Warm-up (Teacher- students) 15 minutes | The teacher will write on the board a saying to introduce the topic. He will ask to students the meaning, in which situation we use it, and what the purpose of using it is. | To make inferences about what the topic in question regarding its function and purpose and express it orally. |
| Topic presentation & Practice (activity for the implementation of the pedagogical proposal) 35 minutes (Teacher- student Student- student) | The teacher will hand out a list with five sayings related to the topic of conflict resolution to the students formed in couples. These sayings will be in English, and students will be instructed to translate them word-for-word into Spanish. Then they will read their results aloud for the class and the teacher. After this discussion, the teacher will hand out the correct Spanish equivalents, and the couples will have to choose their correspondent saying in English. Finally, they will discuss again. | To compare the structure of some sayings in English with their equivalents in Spanish. To make word-for-word translations for different sayings and discussing their possible meanings. |
| Production 10 minutes (Student- student) | Then, the students will prepare mini sketches in which they are going to use 2 sayings correctly according to the situation they will create. | To use the acquired vocabulary in a situation proposed by them. |

Assessment:

The teacher will check the comprehension of sayings by observing where the students choose to include in their sketches.

Materials and resources:

Copies of the list of *English Proverbs related to Problem Solving* (Annex 3), dictionaries.

Bibliography:

<https://www.phrasemix.com/collections/the-50-most-important-english-proverbs>

ANNEX 2 - *English Proverbs related to Problem Solving*

- A problem shared is a problem halved

- Actions speak louder than words

- Do unto others as you would have them do to you

- Revenge is a dish best served cold

- A still tongue makes a wise head

GENERAL INFORMATION

| | | | |
|--|---|----------------------|--------------------------------|
| Teacher: Francisco Javier Robayo Bolívar | School: Escuela Normal Superior del Quindío – Sede Fundanza | Grade: 8°H | Duration in hours: 2 |
| Standards: • Identifico diferentes roles de los hablantes que participan en conversaciones de temas relacionados con mis intereses. <ul style="list-style-type: none"> • Utilizo mi conocimiento general del mundo para comprender lo que escucho. • Me apoyo en mis conocimientos generales del mundo para participar en una conversación. • Escribo narraciones sobre experiencias personales y hechos a mi alrededor. | | | |
| Objective based on language functions: To recognize the past simple of verbs through the analysis of testimonies related to eating disorders, expressed in the past tense. | | | |
| Specific objectives for students: To state the main ideas of a video about anorexia expressed in the past tense. To talk about their knowledge and opinion on eating disorders. To compare the same text in English and Spanish. | | | |
| Topic: Eating Disorders and past tense | | | |

PERFORMANCE INDICATORS

| Knowing | Doing | Being |
|--|--|--|
| Identifies the two types of speaking in past that exist in English. Recognizes the rules of pronunciation of verbs in the past tense. Widens his vocabulary related to eating disorders. | Expresses past actions using the past tense in English. Comprehends texts in English that are written in past. Gives opinions about the topic of eating disorders. Watches a video and relates the subtitles to the pictures in | Gains consciousness regarding the issue of eating disorders and physical appearance. Is more empathetic toward people who suffer from these disorders. Takes it as a serious matter and reflects on how it could |

| | | |
|--|---|------------------------|
| | <p>order to have a better comprehension of it.</p> <p>Translates a text from English to Spanish or vice-versa, and discusses how it is different from the original one.</p> | <p>affect him/her.</p> |
|--|---|------------------------|

Contents (Vocabulary / grammar / pronunciation)

Pronunciation of the past tense in –ed. Past simple of irregular verbs (lost, had, was, got, felt, took).

- Food
- Sick
- Crave
- Bloated
- Captive
- Meal
- Recovery
- Healthy
- Eating disorder

Integrated Skills:

Oral comprehension and production, reading comprehension, written production.

Procedure, interaction patterns and timing:

| Stage, interaction pattern, timing | Activity Description | Stage aim |
|--|--|--|
| <p>Warm up</p> <p>(Teacher-Students)</p> <p>30 minutes</p> | <p>Before starting with the topic, the teacher will briefly review with the students the content learned in previous classes. Then the teacher will play a video (<i>I became anorexic for Instagram</i>) that will show different vocabulary related to an eating disorder called Anorexia. Afterward, he will make a question: What is the video about? Then he will play the video by sections, asking students what they understand or not from each part to make sure they all comprehend. From this point, the teacher will lead a discussion about eating disorders with questions like: what is an eating disorder? Which other eating disorders do you know? Why do you think</p> | <p>To practice the oral comprehension of the paste tense in English.</p> <p>To acquire new vocabulary related to eating disorders.</p> |

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| | | |
|--|---|---|
| | people fall into this situation? What would you tell to this girl if she were your friend? | |
| Practice (activity for the implementation of the pedagogical proposal) 50 minutes (Student-student) | The teacher will distribute to all students the same text (a testimony about eating disorders) in Spanish and English. The students who have the text in Spanish will have to translate it into English and vice versa. After this, the students who have translated it into English will exchange their work with the ones who have translated it into Spanish, and they will have to do the translation to the opposite language based on the work of their partners. | To translate a text from their native language to English, and from English to the native language. To identify the equivalents of words related to eating disorders in English and Spanish. |
| Review/Feedback (Student-student) 20 minutes | Each pair of students will gather and talk about the results they got from their work. They will have to compare the final translations with the original texts. Some questions can be made: What was the most difficult part of it? What are the differences between the translation and the text? The teacher will also discuss how the form of the text can change, but the message keeps being the same. | To compare the form of verbs in the past tense in English and Spanish. To discuss the equivalents of some words in both languages. |
| Assessment: In the discussion and after the class, the teacher will check and evaluate both translations made in the Introduction and practice. | | |
| Materials and resources: Copy of the text <i>My Eating Disorder Testimony</i> (Annex 2), markers, laptop, speakers, pencils and dictionaries. | | |
| Bibliography: https://www.youtube.com/watch?v=F5zSw1ExmWA https://www.buzzfeednews.com/article/carolinerothstein/17-stories-of-eating-disorder-survival | | |

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ANNEX 3 - MY EATING DISORDER TESTIMONY



I first had what I call “energy” around food after my mother died when I was 13. Undergoing puberty, all of a sudden I lost my original shape, the one that resembled childhood and being with my mom. Bitter breast cancer took my mother’s life, I was sick of uncontrollable things happening, and I craved a sense of control. Food, exercise, and my body were things I could control. I was held captive by my disorder in college and even through culinary school.

By then I had developed osteoporosis, and I honestly was fed up (pun intended) with over-exercising and eating huge meals that left me bloated and tired. I checked myself into impatient rehab and began recovery. I got my period and boobs back and started to feel somewhat at peace. I gained more than just weight – I felt like I gained back my identity. Although I looked healthy physically, I still had “energy” around food. I’d eat cookies and take days off from exercising, but I still felt guilty. Recovery to me meant I would be free of that guilt.

I can’t believe I spent so much of my life wanting there to be less of me. I don’t regret my eating disorder because it shaped who I am today. I’m proud of the woman I am. I plan on being here for a while, and I still have so much more to gain.

—Eden Dranger

GENERAL INFORMATION

| | | | |
|---|---|----------------------|--------------------------------|
| Teacher: Francisco Javier Robayo Bolívar | School: Escuela Normal Superior del Quindío – Sede Fundanza | Grade: 8°H | Duration in hours: 1 |
| Standards: | | | |
| <ul style="list-style-type: none"> • Muestro una actitud respetuosa y tolerante al escuchar a otros. • Utilizo mi conocimiento general del mundo para comprender lo que escucho. • Escribo narraciones sobre experiencias personales y hechos a mi alrededor. 1, 2 • Me arriesgo a participar en una conversación con mis compañeros y mi profesor. | | | |
| Objective based on language functions: | | | |
| To practice the use of the past simple tense in a context related to eating habits. | | | |
| Specific objectives for students: | | | |
| -To identify sentences that are written or said using the past simple tense. -To express actions carried out in the past. -To relate vocabulary about eating habits in English and Spanish. | | | |
| Topic: Healthy food habits and past simple (review) | | | |

PERFORMANCE INDICATORS

| Knowing | Doing | Being |
|---|--|---|
| Recognizes how verbs are transformed to their past. | Remembers recently learned words and expressions. | Is conscious of the quality of his eating habits. |
| Knows some key terms in respect to eating disorders and habits. | Reads sentences in past aloud with a correct pronunciation. | Listens to other classmates respectfully. |
| | Writes the translation of words in English or Spanish correctly. | Follows directions in English. |
| | Makes questions, and | |

| | answers using the past. | | | | | | | | | | |
|--|---|---|--|----------------------|-----------|---|--|--|--|---|---|
| <p>Contents (Vocabulary /pronunciation):</p> <p>Past simple form of verbs in –ed and irregular verbs.</p> <p>Food Sick Crave Bloated Captive Meal Recovery Healthy Eating disorder</p> | | | | | | | | | | | |
| <p>Integrated Skills:</p> <p>Oral comprehension, oral production, written production.</p> | | | | | | | | | | | |
| <p>Procedure, interaction patterns and timing:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #92d050;"> <th style="width: 25%;">Stage, interaction pattern, timing</th> <th style="width: 50%;">Activity Description</th> <th style="width: 25%;">Stage aim</th> </tr> </thead> <tbody> <tr> <td>Warm-up (Teacher- students) 10 minutes</td> <td>At the beginning of the class, the teacher will ask students to tell some words they learned in the previous class about eating disorders. Then the teacher will write those words on the board and together the group will discuss the meaning.</td> <td>To recall already acquired vocabulary regarding eating disorders and habits.</td> </tr> <tr> <td>Topic presentation & Practice (activity for the implementation of the pedagogical proposal) 40 minutes (Teacher- students)</td> <td>The teacher will show students a Power Point presentation where there will be sentences using the past tense related to eating habits. The sentences will be illustrated with pictures to make comprehension easier. Then the teacher will ask several students to read the sentences out loud to practice pronunciation, mainly of verbs in past. He will also make questions to check comprehension like “Do you think this is important/wrong/right/good for health?” In the next activity, the teacher will say some words that were included in the sentences to students (some words are in English and some others in Spanish). The students have</td> <td>To reinforce the topic of past simple in English taking into account both ways of building the past and inserting the information in a context. To translate and reflect on the equivalents of words related to eating habits in</td> </tr> </tbody> </table> | | | Stage, interaction pattern, timing | Activity Description | Stage aim | Warm-up (Teacher- students) 10 minutes | At the beginning of the class, the teacher will ask students to tell some words they learned in the previous class about eating disorders. Then the teacher will write those words on the board and together the group will discuss the meaning. | To recall already acquired vocabulary regarding eating disorders and habits. | Topic presentation & Practice (activity for the implementation of the pedagogical proposal) 40 minutes (Teacher- students) | The teacher will show students a Power Point presentation where there will be sentences using the past tense related to eating habits. The sentences will be illustrated with pictures to make comprehension easier. Then the teacher will ask several students to read the sentences out loud to practice pronunciation, mainly of verbs in past. He will also make questions to check comprehension like “Do you think this is important/wrong/right/good for health?” In the next activity, the teacher will say some words that were included in the sentences to students (some words are in English and some others in Spanish). The students have | To reinforce the topic of past simple in English taking into account both ways of building the past and inserting the information in a context. To translate and reflect on the equivalents of words related to eating habits in |
| Stage, interaction pattern, timing | Activity Description | Stage aim | | | | | | | | | |
| Warm-up (Teacher- students) 10 minutes | At the beginning of the class, the teacher will ask students to tell some words they learned in the previous class about eating disorders. Then the teacher will write those words on the board and together the group will discuss the meaning. | To recall already acquired vocabulary regarding eating disorders and habits. | | | | | | | | | |
| Topic presentation & Practice (activity for the implementation of the pedagogical proposal) 40 minutes (Teacher- students) | The teacher will show students a Power Point presentation where there will be sentences using the past tense related to eating habits. The sentences will be illustrated with pictures to make comprehension easier. Then the teacher will ask several students to read the sentences out loud to practice pronunciation, mainly of verbs in past. He will also make questions to check comprehension like “Do you think this is important/wrong/right/good for health?” In the next activity, the teacher will say some words that were included in the sentences to students (some words are in English and some others in Spanish). The students have | To reinforce the topic of past simple in English taking into account both ways of building the past and inserting the information in a context. To translate and reflect on the equivalents of words related to eating habits in | | | | | | | | | |

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| | | |
|--|---|---|
| | to write down in a sheet of paper the translation of each word to English or Spanish. | English and Spanish. |
| Production 10 minutes (Student) | The teacher will organize students in pairs, and then they will be assigned a task in which they will have to ask a classmate what they ate last weekend, and discuss if that was healthy or not. | To talk with a classmate about their eating habits. |
| Assessment: In the production stage, the teacher can check how much progress students will have made in terms of vocabulary acquisition and the use of the past. Also, he will pay attention to the ease with which students can go from one language to another. | | |
| Materials and resources: Markers, computer, sheets of paper. | | |
| Bibliography: https://www.youtube.com/watch?v=WSWPgFkUUeU https://www.buzzfeednews.com/article/carolinerothstein/17-stories-of-eating-disorder-survival | | |

Appendix 7- Class Observation Format

| | |
|------------------|--|
| Fecha | |
| Lugar | |
| Observador | |
| Tema de la clase | |
| Grado | |
| Duración | |

| | |
|--|--|
| Actividad de introducción al tema | |
| Actividades pre-traducción | |
| Actitud de los estudiantes hacia la realización de actividades de traducción | |
| Condiciones del desarrollo de la actividad central | |
| Actividades post-traducción | |
| Modelos de interacción suscitados por el docente | |
| Nivel de interés general por las actividades de traducción propuestas | |

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| | |
|-------------------------------------|--|
| | |
| Uso del inglés por el docente | |
| Uso del español por el docente | |
| Uso del inglés por los estudiantes | |
| Uso del español por los estudiantes | |
| Recursos y materiales utilizados | |

FIGURES

Figure 10: Interlexical and Intralexical Competence (Figure created by the researchers)

| The Inter-lexical Domain | The Intra-lexical Domain |
|---|---|
| <p>The inter-lexical domain explains how people organize words, sentences, metaphors, idioms, etc., in their brains. This way of organization is made by an inner classification; the brain hears the word and then recognizes if it is a noun, verb, adverb, adjective, etc. In that way, vocabulary increases. Also, the brain makes relations between words in order to understand a context. For example, the word “kitchen” may be related to food, cooking, chef, cutlery, etc.</p> | <p>The intra-lexical domain is understood as the storage and identification of the several senses a word might have in contrast to its meaning. According to Vygotsky, meaning remains stable while the senses are given by the word in context. This domain deals with polysemy. A language user's ability to choose a word correctly improves as the meaning becomes more specific.</p> |

Figure 11: Plan used for the pedagogical intervention (Figure created by the researchers)

| Intervention weeks | Topics | Translation activities | Resources |
|--------------------|--|--|---|
| Week #1 | Conflict resolution | Finding the English equivalents of a list of words in Spanish in the text called <i>How to resolve conflict</i> . | Copies of the text <i>How to Resolve Conflict</i> , computer, speakers, dictionaries. |
| Week #2 | Sayings related to conflict resolution | Comparing the structure and meaning of sayings with the equivalent in Spanish. Making a word-to-word translation. | Copies of the list of English proverbs related to problem solving, dictionaries. |
| Week #3 | Eating disorders | Reverse translation of the text "My eating disorders", from English to Spanish and vice versa in order to identify words related to eating disorders, and compare structure. | Copies of the text <i>My Eating Disorder Testimony</i> , markers, laptop, speakers, and dictionaries. |
| Week #4 | Healthy habits | Dictation where students had to write down the equivalent of the word said by the teacher in English or Spanish. | Computer, Power Point presentation, markers. |

Figure 12: Timetable for the development of the research project

| Activities | September | October | November |
|---|-----------|---------|----------|
| Permission request, informed consent and informed assent. | | | |
| Questionnaire and Pre-test | | | |
| Intervention #1 | | | |
| Intervention # 2 | | | |
| Intervention # 3 | | | |
| Intervention # 4 and post-test | | | |
| Interview | | | |
| Data Analysis and Conclusions | | | |
| Written work | | | |

Figure 13: Budget

| Activity | Number of elements | Costs |
|---|--------------------|-----------------|
| Transportation to the institution | 3 researchers | \$ 52.200 |
| Pre-test and Post-test | 35 students | \$ 4.900 |
| Permission request | 1 institution | \$ 100 |
| Informed consent | 1 teacher | \$ 100 |
| Informed assent | 35 parents | \$ 3.500 |
| Survey | 1 teacher | \$ 100 |
| Photocopies/ Interventions 1-2-3-4 & material design | 35 students | \$ 19.000 |
| | | TOTAL \$ 79.900 |

Figure 14: Categories that emerged from the analysis of the data

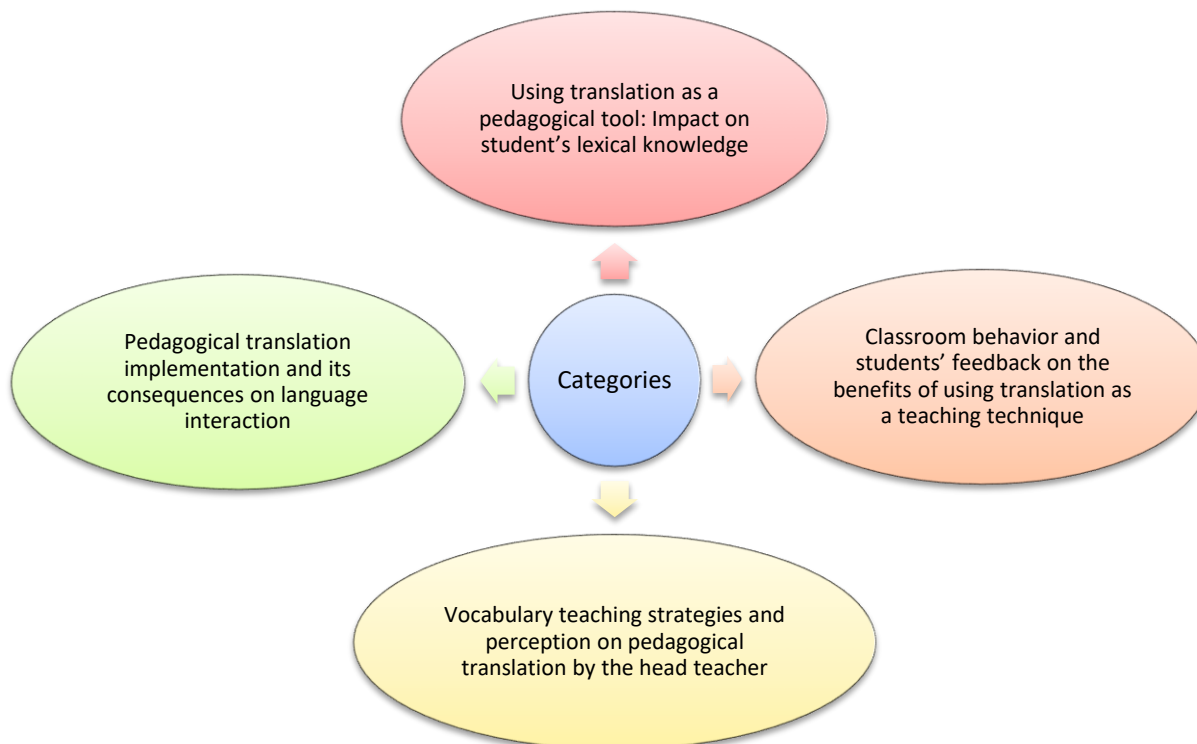


Figure 15: Subcategories diagram

| CATEGORIES | SUBCATEGORIES |
|---|----------------------|
| 5. Using translation as a pedagogical tool: Impact on student's lexical | |

| knowledge | |
|---|--|
| <p>6. Classroom behavior and students' feedback on the benefits of using translation as a teaching technique</p> | <ul style="list-style-type: none"> • Overall perception of students toward the use of pedagogical and explanatory translation • Students' perception about the usefulness of pedagogical translation to enrich vocabulary • Other communicative skills improved by pedagogical translation • Students' attitude during translation activities in the classroom |
| <p>7. Pedagogical translation implementation and its consequences on language interaction</p> | <ul style="list-style-type: none"> • Lesson structure and dynamics when using translation as a teaching technique • Teacher use of L1 and L2 in the foreign language classroom while using pedagogical translation • Students' use of English or Spanish in the foreign language classroom while using pedagogical translation |
| <p>8. Vocabulary teaching strategies and perception on pedagogical translation by the head teacher</p> | |

Figure 16: Tests' averages

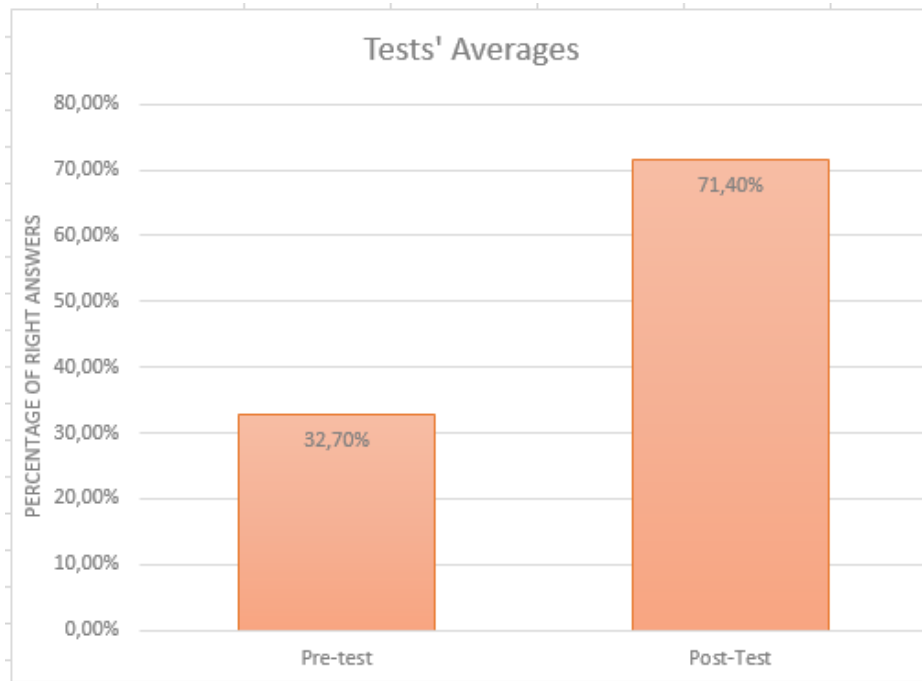


Figure 17: Pre and post-test results discriminated by exercise

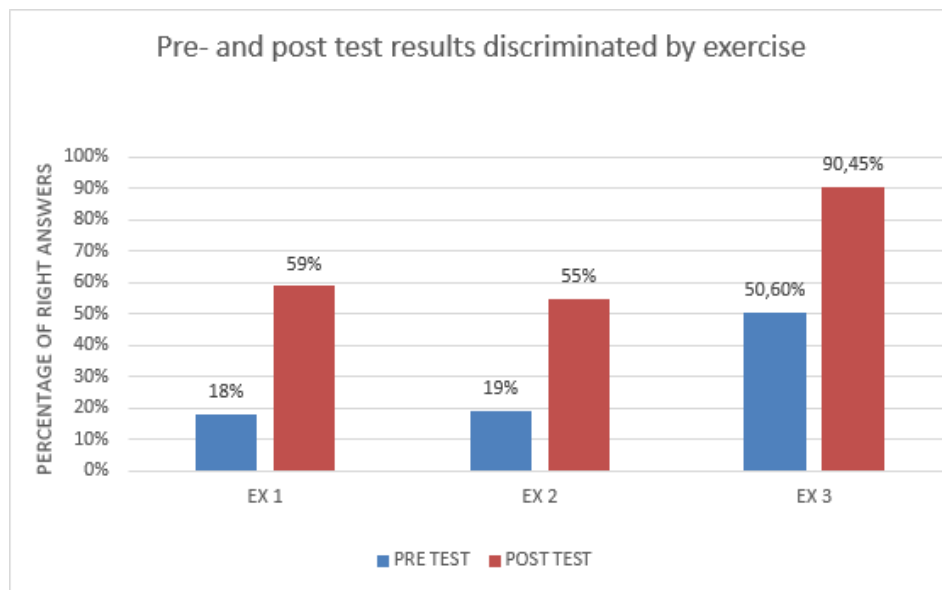


Figure 18: Lesson structure incorporating pedagogical translation

