



**Benemérita Universidad Autónoma de Puebla**



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**Exploring LEI Students' Perceptions of the Support of Translation Skills during  
their Formation as Language Teachers**

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## **Definition of Terms**

**Active Listening:** a way of listening and responding to another person that improves mutual understanding.

**CAT:** Computer-Assisted Translation

**Curriculum:** a standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills

**Elective Course:** Complementary subjects connected with the teaching, cultural, or linguistic field, where students decide where they need or want to deepen.

**FL:** Foreign Language

**Language proficiency:** the ability of an individual to use language with a level of accuracy that transfers meaning in production and comprehension.

**L1:** First Language or native language

**Productive Skills:** Refers to writing and speaking skills.

**Target Language:** Refers to the English Language classes, which are divided into five levels, corresponding to the Common European Framework.

**TM:** Translation Memory

**Translation Courses:** Referring to the five subjects related to translation included in the ELT curriculum.

**Translation Skills:** The ability to write properly, transfer style, tone, and cultural elements and adhere to a given framework.

**Source Text:** a text from which information or ideas are derived.

**Students Practices:** the learning experiences of students and all the elements implied.

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## **Abstract**

The formation of English Language Teaching students is mainly centered on providing adequate knowledge and tools concerning the teaching sphere. To further the academic and professional development of students, the ELT curriculum offers elective classes with help as a complement. In the case of translation elective courses, offer a variety of disciplines that arouse the attention of students who could develop other skills that could complement their teaching and linguistic education. This study aims to explore the ELT students' perceptions about the support of translation skills during their professional formation. The study takes place in the Faculty of Languages BUAP with the collaboration of four participants enrolled in the translation elective courses who collaborate in the collection of data through semi-structured interviews. The present research is conducted by using a qualitative approach supported by a small-scale case study. Throughout this research, there are relevant findings that illustrate the need to integrate translation skills in the ELT curriculum, to improve productive skills, not limit the learning English Language for an exclusive purpose, to create and innovate in teaching practices, and to provide new learning-teaching experiences.

**Key Words: Translation Skills, ELT curriculum, elective courses, teaching field.**

## **CHAPTER I**

### **INTRODUCTION**

Formation of students for being an English Language Teacher requires an accurate preparation focus on appropriate teaching methods and proficient use of the foreign language. Both are the cornerstone of being a professional in the field. However, it is important to consider the constant interaction with the English Language, which can be useful for other specific purposes, for example, translation. Through translation, English language competence can be trained and vice versa.

According to Dagiliene (2012, p.124), “Students can make the best out of their learning if they are encouraged to use translation skills properly”. The development of translation skills aims to enhance English language competence. Even though the translation is constantly avoided in English language classrooms, it should not be dismissed as a possible learning tool. Translation activities and other traditional language teaching activities can be applied for pedagogical purposes. (Dagiliene, 2012).

English language teaching and the development of translation skills could benefit the formation of English language teachers. Both fields can work together to improve language practices and teaching performance. For this reason, is important to delve into the necessity of translation skills that could be considered as a sub-competence (Carrasco, 2019) and at the same time be the appropriate complement for the formation of English language teachers.

## **1.1 Purpose of the study**

Through the experiences and opinions of ELT students, this research is focused on exploring the support of translation skills during the formation of English Language Teachers. For this study, it is crucial to consider the profile of English language teachers, the relevance of integrating translation skills, and its impact as part of the ELT curriculum. This study collects data from ELT students through interviews, so qualitative research is conducted.

## **1.2 Problem**

LEI program students are formed to be professionals in the language teaching field. Their classes focus on teaching methodologies, foreign language courses, and cultural aspects. However, just one course is oriented to the translation field, this being an elective subject. Many students have stated the need to develop translation skills in the classroom, not only in translation courses but also in the other subjects included in the curricula.

The problem lies in the limitation of the use of the English Language in the LEI program, where the acquisition of the Language is focused only on the teaching area, leaving out the possibility of including translation as an important subject and not only an elective course. The complementation of English Language Teaching with translation could bring benefits for students who are interested in using a foreign language for different purposes and for improving their learning of the language.

### **1.3 General Research Question**

What are the ELT students' perceptions about the support of translation skills during their formation as language teachers?

### **1.4 Specific research questions**

RQ1: What are the key components of translation courses?

RQ2: How can translation skills in ELT students improve their professional profile?

RQ3: What are the students' opinions about the impact of incorporating translation skills into their ELT curriculum?

### **1.5 Participants**

The participants of this study are part of the English Language Teaching major of the Faculty of Languages BUAP. It is crucial for this investigation that students have taken some translation courses, know the elements that constitute the translation classes, and show interest in the translation field. Moreover, the participants are required to possess an advanced level of English Language to provide in-depth perceptions and opinions for the future collection of data.

### **1.6 Research Context**

The Faculty of Languages BUAP is a public school, located in the center of the city of Puebla, specializing in the formation of English Language Teachers. The ELT major lasts from 3 to 5 years. Within its curriculum are included elective subjects like Spanish for foreigners, cultural area, and translation area. Translation courses have five subjects: theory translation, medical translation, exact sciences translation, literary translation, and administrative translation. The groups are normally formed for 25 students and the classes

are taught to teachers who are professionals in the translation field, but in most cases, classes are given to teachers in the teaching field.

### **1.7 Justification of the Study**

The major of English Language Teaching at the Faculty of Languages BUAP offers the tools and the preparation for being a professional in teaching languages. Despite the fact it has subjects focused on translation, it is important to recognize the real necessity of integrating elements of that field to improve the level of the second language, complementing each other, and providing a different view of the use of translation in classrooms.

The perspectives of ELT students contribute to emphasizing the importance of integrating translation skills in the curriculum of ELT for bringing benefits in their formation as English language teachers, providing them a better knowledge about the language, it uses for different purposes, giving a crucial role to the translation and open the opportunity for those students who are interested in teaching, but at the same time, in the translation area.

### **1.8 Chapter conclusion**

The implementation of translation skills in the ELT curriculum could impact positively the formation of students if they use them properly. Considering that both fields can work together to improve language practices and teaching performance, this study will consider the perceptions of students of the Faculty of Languages, to delve into the necessity of translation skills and demonstrate their benefits. To fulfill that purpose, it is crucial to identify the key components of the translation courses, obtain students' opinions about

the incorporation of translation skills in the ELT program, and analyze the possible impact on the formation of English teachers.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

This chapter focuses on integrating the relevant literature of this investigation. The first part seeks to explore the ELT curriculum, the significance of the ELT curriculum in the formation of English Language teachers, and the translation elective courses offered by the curriculum. Then, translation skills are explained, considering the key components of the translation courses, the basic translation skills, and the benefits of integrating the act of translation in the foreign language classes. Finally, the chapter concludes by discussing relevant information obtained from the literature.

#### **2.1 English Language Teaching Curriculum**

The Faculty of Languages is an institution belonging to Benémerita Universidad Autónoma de Puebla. The Faculty of Languages offers two majors specialized in teaching foreign languages: a Bachelor in English Language Teaching (ELT) and a Bachelor in French Language Teaching (FLT). The faculty of Languages is interested in providing enough professional preparation for students. It must be noted that there are two active curricula: four four-month and six months. There are some differences between these modalities, particularly in the subjects. However, the central concern of this research will be the semester modality.

For the Bachelor in English Language Teaching, it will revise the entrance profile, graduation profile, area of work, and the subjects included in the curriculum.

According to the Faculty of Languages, related to the entrance profile.

“The student must know the basic concepts and theories of Spanish and general culture. Proficiency in language learning, analytical and synthesis skills, know how to work both individually and as a team and have organizational skills for autonomous learning. Students should also be open, understanding, and tolerant towards diversity and emphasize equals” (Facultad de Lenguas, 2022).

In the same way, it is important to mention the graduation profile provided for the Faculty of Languages.

“The graduate will be a highly competent teacher. The graduate will know English or French-speaking cultures. The graduate will be fluent in English or French at academic level B2 under the Common European Framework. The graduate will also be trained to continue studies that strengthen personal and professional development”. (Facultad de Lenguas, 2022).

As part of the curriculum components, the area of work, according to the Faculty of Languages BUAP mentions that “The graduate will be inserted in work areas that cover mainly public and private educational institutions from the basic to the postgraduate level, in the state of Puebla, the region and the country” (Facultad de Lenguas, 2022). The subjects of the English Language Teaching curriculum are divided into nine areas: Target Language, Linguistics, research, Teaching, Elective Courses, Culture, General University Education, Spanish, Social Service, and Professional Practices.

These elements of the English Language Teaching curriculum are the starting point for developing the following components such as the content, the subjects of each area, and the materials that will enable a meaningful educational experience, whose purpose is preparing proficient professionals in the teaching language area.

## **2.2 The Significance of ELT Curriculum in the Formation of Students as Teachers**

The English Language Teaching Curriculum has been modified for a good common, the constant changes are the result of the evolution of several factors like society, technology, politics, and as expected, the education itself. As Tedesco, Operatti, and Amadio (2013) claim “The curriculum understood only as a study plan organized around disciplines with a list of goals and contents does not seem to contribute to a renewed vision of the education system as a facilitator of learning opportunities” (p.16), the curriculum may constitute a reflection process and a vision for the future, becoming in a guide to facing challenges, where education and society are involved. “Curriculum frameworks and schools in turn should be supported by a teacher fully convinced of the benefits of inclusive education and empowered to make decisions for its implementation in the classroom.” (Tedesco, Operatti and Amadio, 2013, p.10). In other words, students who are involved in the curriculum, analyzing it beyond a list of subjects, considering the values, ethics, and an inclusive education, will be able to understand the changes, especially the changes in training and professional development of teachers, which implies above all openness and willingness. (Tedesco, Operatti and Amadio, 2013).

The English Language Teaching curriculum is not only in changes but also seeks to encourage students absorbed in the teaching field, to use their knowledge in favor of education, and to be aware of the impact they will have in front of a classroom. Interpreting that curriculum provides learning opportunities, and in their role as future teachers “adopt teaching strategies and evaluation criteria that respond to each student’s uniqueness” (Tedesco, Operatti, and Amadio, 2013, p.8).

### **2.3 Translation Elective Courses in the ELT Curriculum**

The faculty of languages specializes in the formation of English Language Teachers, their principal concerns are to prepare professionals with the proper tools such as managing the foreign language at a B2 level, domain strategies and methodologies for teaching supported by the new technologies, being innovative and creative, develop linguistic, pedagogic, and methodologic principles which facilitate the teaching-learning process, just for mention punctual examples (Facultad de Lenguas, 2022).

Nevertheless, the curriculum has been designed in a way students obtain more instruments, furthering their academic and professional development. For instance, referring to the Faculty of Languages, the curriculum has components such as elective classes. This part includes translation, teaching Spanish as a foreign language, culture of English-speaking people, linguistics, and target language (Facultad de Lenguas, 2022). These elective classes are useful as a complement to the major, allow students to have a different perspective of the language field, and its different uses and purposes, besides bringing new views about the work field and professional growth, and expand their knowledge to several sectors of the language and teaching.

In the case of the translation courses, the ELT curriculum positions it as an elective course divided into five categories: Translation and Theories, Health, Mathematics and Exact Sciences, Literature, and Administration and Social Sciences. According to the curriculum (Facultad de Lenguas, 2022), it is suggested to begin with the Translation and Theories course due to it introduces students to the translation field and provides the basic concepts of this discipline. For the rest of the categories, there is no mandatory order, however, it is strongly recommended to finish all the courses to take advantage of the acquired

knowledge. The translation elective courses aim to develop skills related to the translation area for Spanish and/or English to improve teaching performance, supported by other key elements which play an important role as complementary competencies (Traducción en Ciencias Sociales y Administrativas, 2022). Some of these elements are analyzing texts, using and designing a glossary of terms, interpreting the intentions of the author, and acquiring the knowledge and the skills for being able to translate specialized texts according to the field required (Traducción en Ciencias Sociales y Administrativas, 2022). All these components are addressed in detail below.

#### **2.4 Key Components of the Translation Courses**

The translation courses offered by the faculty of languages are complementary subjects for enriching the formation of students, increasing their knowledge according to the topic they need or want to deepen. To guarantee a significant learning experience for students, it is essential to implement components that are key in the formation of teachers who want to complement their professional profile or simply show interest in the translation field. To develop translation courses successfully elements such as analyzing texts, using and designing a glossary of terms, interpreting the intentions of the author, and acquiring the knowledge and the skills for being able to translate specialized texts according to the field required are the guide to delve into translation.

### **2.4.1 Analyzing Texts**

This step is the starting point for providing a reliable and qualified translation. In the words of Seresová and Breveníková (2019), “the translator has to read the text thoroughly” (p. 617), to understand all the aspects of the source text. To do a correct analysis it is important to consider different methodologies and aspects to detect some peculiarities before making decisions. For instance “the cognitive analysis examines the text in the area of concepts, ideas, or cultural references, which often demands looking for additional information” (Nikitina & Kasaktina, 2018, p. 2). On the other hand, it is crucial to review the morphological and syntactic topics to correct the rhythm or for stylistic purposes (Nikitina & Kasaktina, 2018). Also, discourse analysis is a useful tool for text analysis “effective in discovering all logical, experimental, interpersonal, and textual meanings” (Nikitina & Kasaktina, 2018, p. 2).

Referring to other factors, it is necessary to identify the audience of the text, reflect on the intention of the author, the medium or the channel through which the translated texts reach the recipients, the place and time of the text, the space where the translated text will be published, and the form and function of the text (Seresová & Breveníková, 2019). As it is clear, the analysis of the text requires a well-prepared translator specialized in a field of study, engaged with the translation process that involves creativity, and developing a new text while the content, cultural background, and text function remain preserved.

#### **2.4.2 Use and Design of Glossary Terms**

In translation, the use and design of a glossary are important for future references or for organizing defined terms according to the area that requires a translation. “The glossary contains the key terminology in the source language, they may also contain other metadata such as definition, context, and part of speech” (Lionbridge, 2022). The glossary must possess some characteristics that make it a useful and effective tool, for example, a glossary should be brief to contain just the necessary terms for helping translators to find the correct terms quickly. Moreover, a glossary should provide a context to support translators in comprehending the proper usage of a term. Currently, the design of glossaries is also supported by based-computer programs which facilitate the work of translation and a better organization of terms.

An effective glossary is a key piece for translators to know and acquire new terms no matter the field of study. The enrichment of the glossary allows the development of a qualified translation. Nevertheless, the translator must be aware that the function of the glossary is to act as a support providing specific terms, therefore, the translation performance demands other skills such as specialized knowledge, research, analysis, critical thinking, organization, and so on. A glossary is merely a tool or a complement to facilitate the translator’s performance.

### **2.4.3 Interpreting the Intentions of the Author**

The translation is a complex process where one of the bases is to respect the original idea of the author, but at the same time create a new work. Even when the new work could be seen as the manifestation of the translator's understanding of the source text (Zang & He, 2018) it is important to consider that the author is an expert in the source. However, many factors influence the translation process. The effort of the translator implies becoming the whole idea of an author into the same idea transformed according to the translator's context. Zang and He (2018) stated that "The translator is firstly required to interpret the original as a reader before s/he begins translating" (p. 137), thereby, the translator has first contact with the intentions, feelings, and thoughts of the author.

Interpreting the intention of the author could be limited by some external situations, for the translator must be important to evaluate the environment of the author such as cultural, political, and social context, life experiences, and historical background to comprehend in full the author's words. Hence, the translator needs to be a reader, investigator, interpreter, and specialist in certain disciplines to complete a translation successfully.

### **2.4.4 Translation of Specialized Texts**

Translating in a specialized context can be challenging, and different in comparison to general translation or technical translation, which is not the same as specialized translation (Postolea, 2016). Technical translation and specialized translation are often taken as synonyms, however, there are some important differences. Technical translation covers the translation of any material belonging to a particular area of knowledge related to a technical field or technology, for example, mechanical engineering, hydraulics,



electric engineering, etc. (Gouadec, 2007). On the other hand, specialized translation refers to the use of language for specialized purposes (Postolea, 2016) which means that the translation is intended for a specific target and not general audiences can understand the content of the text, for example, in the field of medicine, law, business, etc.

Translation for specialized text is hard work which is not like the rest of the types of translation. The translator must be more than the mere device clicking out word for word, phrase for phrase; he must be actively involved in the choice of language, comprehending the border between imitation and innovation, especially in specialized translation. (Postolea, 2016).

## **2.5 Basic Translation Skills**

In the exercise of their profession, translators amplify their range of skills and gain significant knowledge. According to Abdellah (2010), “translation is a mental process that requires some mental effort in two languages. This process moves to four main stages: reading comprehension, researching, analytical thinking and composing” (p. 17). In addition, Abdelnaeim (2022) explains that “computing and CAT skills are basic skills and strategies that translators need to acquire.” (p. 1)

“In translation, the wealth of vocabulary, the depth of culture, and vision of a translator could certainly make very conspicuous effects on his/her work” (Abdellah, 2010, p. 20), as well as developing basic skills to produce a proper translation. It includes reading comprehension, research skills, analytical skills, writing skills, and computing and CAT.

### **2.5.1 Reading Comprehension**

It could be assumed that reading comprehension is the first step that translators take to start with the translation of the source text fully to understand what is about and analyze it from the translator's point of view (Pham, 2017). As defined by Pham (2017) "Full reading comprehension, must be the process of working out the meaning of the reading text. In this process, the reader has to try their best on the reading passage to extract the required information" (p. 80). Referring specifically to reading comprehension skill, it is defined "as the ability of a person used when interacting with the written text to well comprehend the text." (Oxford Learner's Dictionary, 2022).

Reading comprehension is closely related to translation production, therefore, these skills require determining the main ideas of the text, identifying the meaning of words, expressions, and their contexts, being able to infer the intended meaning, and identifying the author's style and attitude (Pham, 2017). For translators, it is important to keep in mind that reading comprehension skills play an important role in determining the translation quality.

### **2.5.2 Research Skills**

Derived from the nature of the translation process, it is fundamental to look for information related to the source text to provide an adequate translation. Naidoo (2011) states that “research is the diligent systematic inquiry into nature and society to validate and refine existing knowledge and to generate new knowledge”. For the translation area, research is one of the common practices for looking at terms, definitions, contexts, backgrounds, or any necessary element rescued from different sources. To develop research skills in the translation discipline it is crucial to consider and evaluate how effective are the research skills as a tool to produce a translation. Firstly, the gathering of the information constitutes the primary stage for looking for data, in this way, translators make use of their abilities to investigate different sources, depending on what they are looking for, it is necessary to consult primary or secondary sources (University of Glasgow, 2022).

The sources required in the translation area are sometimes limited to specialized or general dictionaries, glossaries, or data-based, nevertheless, contemplating that translation deal with other scenarios such as exploring the context, political, historical, or social background, or other situations related with the intentions of the author, the translator must review other sources, including secondary sources like referenced books or articles, commentaries, textbooks, documentaries, films, biographical works, etc. (University of Glasgow, 2022).

Once the information is gathered, it is crucial to evaluate the sources, considering specific points like the authors, the purpose of the source, the date, if the source is supported or contradicted by other sources, and the quality and integrity of the source. Translators need to reflect on the condition of acquiring research skills, to conduct a solid translation

supported by constant research and update of the information, which constructs a valid and reliable translation.

### 2.5.3 Analytical Skills

Analytical skills are not exclusive to the translation field, it is used in specific areas, but at the same time form part of daily life. As Perdana, Jumadi, and Rosana exposed (2019)

Analytical thinking involves abilities to take apart a problem and understand its parts explain the functioning of a system, the reasons why something happens, or the procedures of solving a problem, compare and contrast two or more things, or evaluate and critique the characteristics of something (p. 17).

In the process of translation, it is vitally important to understand the problems or limitations that a translator deals with, and how analytical skill or thinking can help to make decisions and produce an appropriate translation. By way of illustration, there are two main problems or limitations: linguistics could represent a problem related to grammatical differences, lexical ambiguity, and meaning ambiguity. On the other hand, the aspect of culture deals with different situational features, different tones, modes, or tenors of discourse (Abdellah, 2010). To solve problems presented during the translation production, it is important to evaluate components to apply analytical skills, in this way, it is essential to know the kind of translation: word-of-word, literal translation, faithful translation, semantic translation, adaptation translation, free translation, idiomatic translation, and communicative translation (Yessy and Sinambela, 2018). Moreover, it is necessary to take into account the kind of text: narrative, descriptive, procedure, report, recount, explanation, exposition, anecdote news item, and discussion (Yessy and Sinambela, 2018). And finally limiting the translation language, for example, Spanish to English or English to Spanish.

Considering all this analytical process, it is necessary to understand the assessment of the translation and check the accuracy, the grammatical aspects, and the equivalence. In such a manner, the translators look at how to solve the different problems that a translation presents, making decisions thanks to their ability to analyze all the aspects around a text that need to be translated.

#### **2.5.4 Writing Skills**

Writing skills, like the rest of the other skills, impact directly the translation work. In the words of Elhassan (2018), "Writing skills are the ability to write smoothly and correctly in both source and target languages (p. 345). Translators should become familiar with different styles of writing techniques and principles and editing and punctuation in both source and target language. "Translators need to improve their writing skills and focus their efforts in three key areas: strong writing, excellent grammar, and consistent stylistic approach" (Elhassan, 2018, p. 344). Writing is the main job of any translator, for this reason, the adequate use of writing skills could be beneficial or a disadvantage depending on the preparation of the translator.

Related to strong writing, Elhassan (2018) indicates that "Thinking precedes writing. Good writers spend time distilling information from their sources and reviewing major points before creating their work" (p. 344), for this point, organization, and planning are tools in order the translators arrange their ideas and thoughts. Following grammar points is another aspect of working on writing skills. "English grammar can be detailed, and complex but strong writers command the major points after many years of study and practice. Using a good writing reference, such as the Advanced Oxford Dictionary can

provide advice on the more troublesome points of grammar” (Elhassan, 2018, p. 344). In the same place, translators need to domain the proper use of punctuation and improve academic writing as well.

Finally, the consistent stylistic approach implies the use of a style, referring to the presentation of the translated text, for example, the collocation of the translator’s notes, references, citations, numbers, etc. Also, it is recommended to make use of a translation world list, in other words, a glossary of terms that is useful at the moment of writing or producing a translation or to specify some term that is difficult to translate from the source language to the target language.

### **2.5.5 Computing and CAT as Tools for Translating**

Computing skills and the use of Computer-Assisted Translation (CAT) tools play an important role because of the modern world. Nowadays, technological advances and globalization obligate translators to make use of the tools and skills that make the work of translating easier. “Technology is no longer an asset outside translation. Some of its aspects may be of secondary importance, but others have become essential for translation to exist in the modern sense at all” (Kornacki, 2018, p.37).

Just like that, Computer-Assisted Translation tools take an important place in the translation process. The basis of the CAT led to research of linguistic and computational solutions that could be applied to machine translation, “The corpus-based structure as well as new data storage and retrieval methods allowed to lay principles for translation memory (TM). TM, a bilingual corpus itself, allows access and use of previous translations in current projects” (Kornacki, 2018, p.100).

Undoubtedly, the use of this kind of instrument brings some benefits to the work of the translator. Currently, CAT tools are focused on refining existing features and adding new ones. It is not expected that CAT tools will replace any other method in translation, however, these technological tools can contribute to the improvement of the translation work (Fernández-Parra, 2016), complementing the rest of the translation skills mentioned above.

## **2.6 Benefits of Integrating the Act of Translation in the Foreign Language Classes**

The features of the translation process are connected in a certain way to foreign language acquisition. Even when some teaching methods reject the use of translation such as the Direct Method (Machida, 2011), the mental process of translating occurs at any moment in an English Language classroom, “the very act of identifying a language unit in a foreign language and assigning meaning to it, involves the act of translation” (Machida, 2011, p. 740).

Applying translation to the foreign language class as a new approach could promote positive use of the learners’ L1 and knowledge and experience in their FL learning (Machida, 2011). Foreign Language learners naturally translate between L1 to FL constantly, for this reason, it could be assumed that translation and learning a foreign language process may bring some benefits for students by providing them with a different learning experience, starting with an action they do every day in the classroom: translate. As stated by Machida (2011) “Asking learners to translate in class between their SL/FL and L1 not only embraces this natural tendency but also promotes the act of translating for the learners to learn SL/FL” (p. 742). Besides, translation can be a complement to other methodologies.



Translating from L2 to L1, the learner needs to take three steps, a) to comprehend in L2, b) to search for the equivalent expressions in L1, and c) then to synthesize them to recapture the meaning of the original L2 text in L1. This is an ideal situation from a constructivist viewpoint: an authentic, challenging project that calls upon the learners' experience beyond the classroom, provides rich problem-solving opportunities, and ignites interesting communication among the participants, peers, and teacher (Machida, 2011, p. 742).

Another benefit rescue of the act of translation could be reflected in advanced learners to further their reading and writing skills, translation implies focusing the translator's attention on detailed sentences and discourse structures. Following this statement, learners start to use different styles of writing or create works with sophisticated vocabulary or expressions., paying close attention to the structure of a text. Additionally, learners increase their vocabulary and provoke their curiosity, students consciously search for words, expressions, or terms they don't understand and are aware of the different contexts a word can be collocated.

Noticeably, some benefits create a connection between translation and teaching, this could be a manner to introduce translation for teaching purposes. To include translation as part of the FL classroom, it is necessary to consider the characteristics shared by both fields and develop a strategy or complement with other methodologies to reinforce the learners' knowledge to provide a meaningful learning experience.

## **2.7 Chapter Conclusion**

In conclusion, the literature review explores different topics related to the ELT curriculum, the significance of the ELT curriculum in the formation of English Language teachers, the translation elective courses offered by the curriculum, the key components of the translation courses, the basic translation skills, and the benefits to integrate the act of translation in the foreign language classes.

Understanding that the ELT major focuses on the formation of English Language teachers, it should be seen as a learning opportunity that contemplates offering students other tools, such as elective translation courses. Future Language teachers should make the commitment to use their knowledge in favor of education, be aware of the impact they will have in front of a classroom, and understand and participate in the constant changes that education requires, implementing all their abilities for growing professionally and not limit their English language knowledge for exclusive purposes, they could create innovative ways to teach and demonstrate the good preparation that the ELT curriculum offers them during their formation as professionals in the foreign languages teaching area.

## CHAPTER III

### RESEARCH METHOD

#### Introduction

The present chapter aims to explain the research method for this study, whose purpose is to explore LEI students' perceptions about the support of translation skills during their formation as English Language Teachers in the Faculty of Languages. It is important to detail the research instance in this chapter, based on the nature of the research problem being addressed. Likewise, it will emphasize sections such as the participants, the context, the instrument, the piloting process, the data gathering process, the obtention of results, and finally relevant information will be discussed as part of the conclusion.

#### 3.1 Research Instance

This study is focused on gathering the perceptions of English Language Teaching students about the support of translation skills during their formation. Understanding the nature of the research problem, it is essential to adopt a qualitative investigation. Qualitative research "provides insights and understanding of the problem setting, used to gain an in-depth understanding of human behavior, experience, attitudes, intentions, based on observation and interpretation" (Ahmad et al., 2019, p.2829). This type of research is subjective because its principal purpose is to give more weight to the perceptions of the participants, answering the "why's" instead of the "what's" relies on the experience of the people involved in the research (Ahmed et al., 2019). Then, it is

significant to conduct this qualitative research with the support of an adequate method. Considering the previous information, the Case Study method will be embraced.

Doing case study research requires investigating a topic in detail, in its natural setting, using multiple sources of information, which allows the researcher to comprehend the phenomenon in a real-life context (Hancock, et al., 2021). “It employs quotes from key participants, anecdotes, narratives composed from original interviews, and other literary techniques to create mental images that bring to life the complexity of many variables inherent in the phenomenon being studied” (Hancock et al., 2021, p.16). The use of Case Study research requires multiple sources of evidence, which means, this method is richly descriptive.

### **3.2 Participants**

The participants for this investigation are four students enrolled in the English Language Teaching Bachelor of the Faculty of Languages. They have already taken the five courses of translation offered by the faculty, knowing the elements that constitute the translation courses. It is important to mention that the participants need an intermediate English level to facilitate the obtention of information. The perspectives of the participants are crucial for contributing to the ongoing research.

### 3.3 Context

The faculty of Languages is part of the Benemérita Universidad Autónoma de Puebla, belonging to the public school sector at the university level, and specializes in the formation of English Language Teachers. Its curriculum includes elective subjects such as Spanish for foreigners, teaching, culture, and translation. The translation program is focused on five specific subjects: exact sciences, medical, literary, administrative, and theory translation. The groups are normally formed for approximately 25-30 students. For past years, a diploma was granted if students concluded successfully with the translation program. The faculty has a limited number of teachers of translation, for that reason, most of the classes are taught by professors who possess a brief knowledge of translation.

### 3.4 Instrument

The instrument selected for this study is the interview. Due to its characteristics, the interview is qualified as an adequate instrument to collect qualitative data, allowing participants to describe the phenomenon of interest in detail, through their experiences, beliefs, and perceptions. This instrument facilitates the obtention of crucial information from participants through a speech interaction.

In addition, the type of interview for this study is semi-structured, this type is more flexible in contrast to a structured interview, due to allowing the interviewer and the interviewee to keep a conversation naturally without losing the topic of interest. The interview contains 13 questions organized as follows:

- **Personal information:** Semester and elective translation classes were taken for the participants.

- **Students' views about the translation courses:** Decision of taking translation as an elective course/ Weaknesses or strengths of the translation courses/ Coverage of translation courses for students' needs.
- **Importance of translation skills in students' formation:** The importance of translation skills/ Benefits of translation skills during the professional formation/ The support of translation skills during students' practices/ The support of translation in the improvement of productive skills/ Advantages or disadvantages of translation as a mandatory subject.
- **Students' opinions about the relevance of translation courses in the ELT curriculum:** The relevance of the translation classes in the ELT curriculum/ Students' opinions about the translation contents/ Translation skills in the professional stage.

### 3.5 Piloting

Piloting the instrument is a crucial process where the participants provide feedback, it helps to highlight ambiguities or unnecessary questions to discard or modify to measure all the concepts properly "A pilot study helps to ascertain how well a research instrument will work in the actual study identifying potential problems and areas that may require adjustments" (Dikko, 2016, p.522).

For the current study, the piloting process is applied to two students, one is part of the participants of the research, and the other student is enrolled in the ELT major and familiarized with the translation discipline. For this step, it was necessary to interview them

separately to obtain their different perspectives. The two students agreed that the questions of the interview were clear and concise, excepting just one question which was “How important is it to embrace translation skills in the ELT bachelor?”

In the students’ opinions, the question was like the rest related to the importance of translation skills in the students’ formation, making it repetitive and kind of ambiguous due to the verb “embrace”. For this reason, eliminating this question was a better option to avoid a seatback in the real interview.

### **3.6 Data Gathering**

The data gathering for this research faces some difficulties, especially in the moment of searching for participants who were enthusiastic to collaborate with the interview. In the beginning, the strategy consisted of asking students on Facebook, explaining in detail what was the purpose of applying for the interview, however, there were no responses from any of the students. Then, it was necessary to look for other options, asking personal friends, in this case, four students were interested in being part of the participants, meeting all the requirements to be interviewed.

One interview was conducted face-to-face, and the rest were online using Zoom. Nevertheless, one of the participants had problems with the internet connection, resulting in constant interference, for that reason, it was necessary to conduct a telephonic interview. Even though the problems, the participants provided relevant and useful information, spending 20-30 minutes in each interview.

### **3.7 Data Analysis**

This section aims to discuss the data obtained and their relation to the research question. Said in other words “One of the keys to analyzing the data and conducting a qualitative analysis is developing a storyline...The story is directly related to the research questions” (Stuckey, 2015, p. 8). To interpret the data, it is important to make use of an appropriate technique to have a full comprehension of the answers provided for the participants. Particularly, the interview requires paying attention to every relevant aspect mentioned by the interviewee and learning to read between the lines. For this step, it is necessary to base the interpretation on a transcription. Even though transcription is a time-consuming process, the researcher must produce full transcriptions of the interview, to avoid some bias. (Stuckey, 2014). In this way, it is important to not omit any part of the interview or reach a conclusion before the data are checked.

### **3.8 Chapter Conclusion**

As a conclusion, this investigation takes a qualitative approach, complemented by a case study method. To provide answers and a full understanding of the research questions, it was necessary to select participants who were involved with the translation area in the Faculty of Languages, they are key components, due to their perceptions playing an active role in this investigation. Moreover, the interview, specifically a semi-structured interview, was the tool for collecting data, however, before applying the interview, it was necessary to pilot the instrument, detect some ambiguities related to the questions, and improve the same. For data gathering, an online session contributed to the interviews, considering the



availability of participants, and safety because of the current pandemic. For that reason, it was essential to consider the use of video recording and audio recording for analysis and interpretation of the data, doing a full transcription which allows the investigator to get proper answers that enhance this study. All these elements are significant in giving responses to the research questions and are proof of the extensive process of carrying out an investigation.

## CHAPTER IV

### ANALYSIS AND DISCUSSION

#### **Introduction**

The present chapter focuses on analyzing and discussing the information obtained from a semi-structured interview conducted with four participants from the Faculty of Languages of the Benémerita Universidad Autónoma de Puebla. The semi-structured interview was designed based on the three research questions of this study: 1) What are the key components of the translation program? 2) How can translation skills support ELT students during their formation? 3) What are the students' opinions about the impact of incorporating translation skills into their ELT curriculum?

The analysis of the interview data is organized as follows: it first introduces a general background of the four participants, including the questions related to the semester and the elective course they are taking. The participants are named as follows: participants A, B, C, and D for preserving their real names anonymously. Then, the interview data analysis is organized into three sections: 1) Translation Program, 2) Translation Skills, and 3) Translation in the ELT curriculum, with their respective questions following the same order as they were conducted, rescuing relevant information for its subsequent interpretation, to analyze the responses of the participants.

#### **4.1 Participants' Background**

The four participants are students of the Faculty of Languages BUAP. Two of them have already finished the ELT Bachelor, and the other two are still students in the last semesters. All of them have already finished the five elective translation courses in different modalities: Participants A, C, and D form part of the four-month program, and only Participant B is part of the semester program. Even though in past years a diploma to fulfill the five courses successfully was given to students, none of them mentioned having obtained a paper that guaranteed the fulfillment of the elective translation courses, but only on their school record.

#### **4.2 Students' Perceptions of the Translation Courses.**

In response to the decision to take translation as the elective course, Participants A and B responded.

**Participant A:** I thought that I would have more opportunities in the seeking of work that I would be doing afterward... I wanted to dedicate myself to translation as well...

**Participant B:** I chose translation because I didn't want to be a teacher at the beginning of my bachelor's, I wanted to work as a translator, maybe in a company like Microsoft or Sony for example.

In the participants' words, they want to get involved in the translation field professionally. It is precise to recognize that the ELT curriculum offers translation as an elective course, however, it specializes in teaching English as a second language. They may assume that the subjects offered by the ELT major could be an adequate complement to the translation field, especially in the linguistic and cultural aspects. The students' answers suggest that the idea of selecting an English Language Teaching bachelor could be an accessible way

to get in touch with translation and acquire knowledge from the teaching area, but at the same time can make use of that knowledge to explore the translation area as an opportunity to grow professionally.

Regarding the weaknesses and strengths of the translation courses, Participant D explained.

**Participant B:** Personally, the teachers I have classes with... I don't know if they are prepared enough to impart these translation courses. And one of the strengths of the program is the first course, which is translation and theories, it gives you the basics of what a translator needs to be prepared in the translation world.

**Participant C:** the teachers in charge are limited in a certain way, they just give me a text to translate and just that. I just wanted a more challenging activity; I wanted to perform and acquire good translation skills and not only translate a text. One strength could be that some teachers are translators...and they usually made more fun activities,

**Participant D:** I think we need to include some actual topics about society and education and maybe some current topics about technology or social media, topics related to young people, to do more to attract this area. And strengths, there are very interesting topics there are a variety of areas.

In the views of participants, there are features of the translation courses that are meaningful for their learning experience, on the other hand, there are aspects that require some changes in favor of students' needs and expectations. It is crucial to reflect on the necessity of making changes to provide better tools to students who are involved in translation courses. The improvements in the translation courses play an important role in the motivation of students, they demand teachers to engage with the subject, contents that look attractive and useful, and challenging activities that develop their abilities beyond writing a paper from a foreign language to the mother tongue. Table 4.1 indicates the strong and the weak aspects of the translation courses according to the participants' views.

**Table 4.1 Weaknesses and Strengths of the Translation Courses**

Strengths	Weaknesses
<p data-bbox="365 426 592 464">Variety of areas</p> <p data-bbox="251 527 706 636">Translation and theories classes provide the basics of translation</p>	<p data-bbox="873 426 1255 464">Topics need to be updated</p> <p data-bbox="820 527 1308 564">Some activities are not meaningful</p>
<p data-bbox="272 699 688 808">Teachers who are translators professionally</p>	<p data-bbox="792 699 1338 808">Teachers who are not translators need more preparation</p>

As for the coverage of the translation courses for students' needs, participants A and B stated.

**Participant A:** ...in the real world when you go and try to do a translation there are a lot of things that you don't see until you face them, you know like the basis of, you get a test of, but that's it like you don't face the real deal until you get to get it done. It covers the necessities of the student but just in a way of letting him know what it is about.

**Participant B:** They give you the basics of what you have to expect if you want to be a translator but cover all the needs that students need to be translators in the future, I am not sure the programs have enough coverage of these needs.

Students consider it necessary to give more importance to translation as a subject and not only teach the basic concepts because they are not enough to cover the real needs and expectations of those interested in the translation discipline. The translation program offered by the ELT curriculum was designed with the exclusive intention of providing the basic concepts and tools through five stages. Translation is an extensive and complex

area, and to be studied fully it needs more time just for one specialization such as literature, administration, medicine, and so on. For that reason, the time of every translation category of the faculty of languages obligates to offer the basic components, seen as a complement to the rest of the curriculum.

Nevertheless, the students' words suggest that they are not completely satisfied with the translation subjects, so it is crucial to revise the translation programs and reflect on students' demands, to give them a better learning experience, motivating their professional growth.

#### **4.3 Importance of Translation Skills in Students' Formation.**

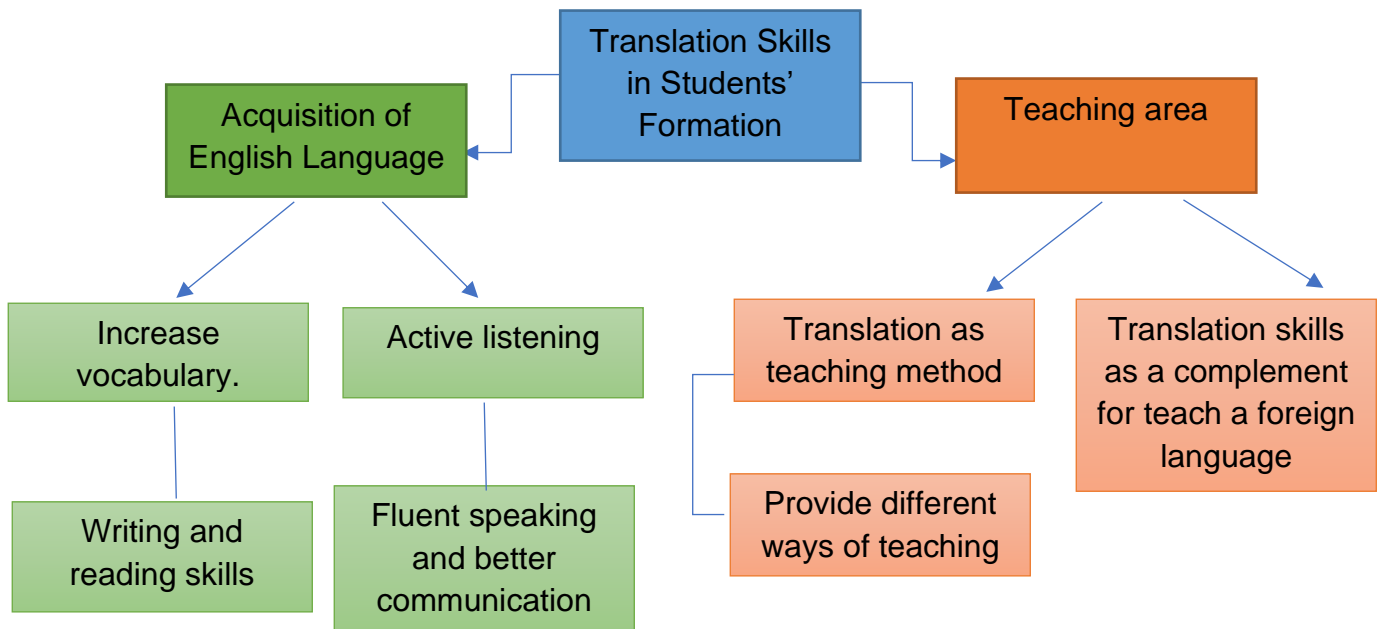
Concerning the importance of translation skills participants A and D mentioned.

**Participant A:** they are very important...I mean, to me translation is one of the bases of learning a foreign language, it's the first thing you do when you start learning it.

**Participant D:** Well, in my experience, they were very useful because we got a lot of information from them. If you put into practice the knowledge you've got from those skills... cultural knowledge, writing, and communication, they could be a good tool to practice the language.

Both participants agree that translation skills may act as a reinforcement for learning a foreign language. Figure 4.1 shows that translation could work as an instrument to develop several skills, such as language and cultural knowledge, communication, writing, active listening, etc. These skills are not exclusive to translation but are also connected to acquiring another language. It is possible that translation skills and learning a foreign language can work hand in hand, contributing to the advancement of each one, providing a different perspective on acquiring a language, and not limiting students to use the

language with a specific purpose. In other words, translation may be considered a different methodology to acquire a foreign language, providing a different manner to learn.



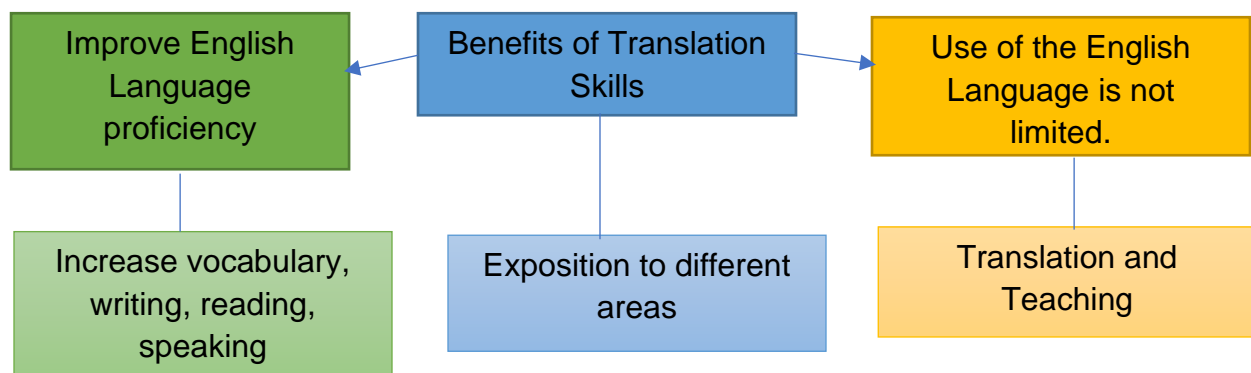
**Figure 4.1 Importance of Translation Skills ELT Students' Formation**

For the benefits of translation skills during the formation of ELT students, Participants A and C affirmed.

**Participant A:** I would say that you learn it faster. If you do it properly, your vocabulary increases considerably. You also use it as a tool to improve your English language proficiency, and as a learner of a foreign language, it improves your vocabulary and your language skills.

**Participant C:** I acquired some specific vocabulary, and it was good for me to explore different contexts such as mathematics, medicine, literature, and so on.

Participants A and C consider that translation skills help to improve language proficiency due to the qualities of translation. The participants' opinions coincide with my experience due to translation classes were significant for obtaining specific knowledge that was not related to the teaching area. The five translation courses allowed me to be introduced to new vocabulary, a variety of concepts used in specific contexts, and the proper interpretation of words or phrases. In a certain way, students who are enrolled in the translation classes could have an advantage in comparison to the rest of their classmates who are not part of the translation classes Figure 4.2 shows the different benefits of the translation skills according to the participants.



**Figure 4.2 Benefits of the Translation Skills**



The opinions of participants A and B about the support of translation skills during their practices were almost identical.

**Participant A:** It helps you because it creates that reach between English and Spanish and it makes it more variable, for students who don't like that stuff and need more variables.

**Participant B:** It is useful because translation and theories help you a lot, it gives you the basis that a translator needs, and you can also share this knowledge with students and you can put it into practice, it also helps you to improve your skills.

In students' perceptions, translation skills are supported for students enrolled in the ELT curriculum. Translation skills could provide a new perspective on teaching, implementing these tools of translation in the teaching field. This implementation may be a different way to teach a foreign language, adapting a new method including the translation skills for conducting the classes in an innovative manner to teach. For this reason, it could be crucial to integrate translation skills during the students' practices, taking advantage of the tools that translation offers as a whole field. It can help to develop proficiency in a language, close contact with other fields of study, increase vocabulary, explore different contexts, motivate creativity, and many more advantages. Although the curriculum only contemplates the basics, they are necessary to delve into what translation implies and how we can use it to our advantage.

In responding to the support of translation skills for improving productive skills, participants A, B, and D asserted.

**Participant A:** I think it helps the students, especially when they're trying to learn new ways of expressing themselves, and once they achieve to express themselves, it gets easier because they see they are capable of doing it, but you need to show them, and translation is one of the best ways to do it.

**Participant B:** Well, specifically talking about writing, I think translation skills improve a lot of my writing because in the translation courses when you do activities or practices, you have to write at every moment, maybe you don't practice the speaking skill that much because that is another part which is the interpretation.

**Participant D:** When you put into practice translation skills you can get a lot of information, and that knowledge could be a good support to improve your production skills, for example, you can do research.

Students' opinions illustrate that translation skills are a key support for students to develop other abilities. For productive skills like writing and speaking, translation skills could act as an innovative strategy to acquire knowledge and use it to improve other areas of professional preparation of ELT students. For example, increased proficiency in writing skills may allow interaction with research, having contact with other topics of interest, or motivating students to do their research by embracing the translation skills they are developing. In that way, students could trust themselves when they work on investigations, write a speech, or have to give a public speech because they are supported by translation skills, which in turn allows them to develop other skills such as writing and speaking.

Regarding the advantages or disadvantages of translating a mandatory subject, participants A, B, and C responded.

**Participant A:** It could have some interesting advantages because it will allow teachers to understand the English language a little bit more about words, syntax, and linguistics in the language when we are making or doing a translation. It could give our teachers better tools when they are trying to become professionals.

**Participant B:** One disadvantage of making the translation course mandatory is that not everyone is interested in the translation, but one of the advantages would be that at least the course on translation and theories must be mandatory because it introduces you to the translation and maybe you discover that you like the translation by taking this course.

**Participant C:** From my point of view that would be an advantage because there are a lot of students who are not interested in teaching, and I think they have the right to say no I don't want to teach if the language faculty keep including those subjects that's fine for me because the faculty is allowing some students to explore different areas.

Students seem to be attracted to the idea of translating a mandatory subject, according to their words, it could bring some advantages for the students who are interested in this discipline. This proposal could represent a procedure to introduce to students to translation and demonstrate to them that the English Language could be used for different purposes avoiding limitations. What is veracious according to my experience is that many students are interested in translation, and they assumed an English Language Teaching major is like a possible plan to get involved in translation. However, the other part of the student body may not consider translation an important part of their professional growth because they want to become English language teachers, which could represent a disadvantage in incorporating translation as a part of the ELT curriculum. In this case, it is important to consider both sides, people who are interested in translation, and those who are not absorbed in the field.

#### 4.4 Translation in the ELT Curriculum

For the topic of the relevance of translation in the ELT curriculum, participants A and B answered.

**Participant A:** Yeah, yeah but is not the main thing. So, most of the people trying to become teachers will take Spanish for foreign speakers...

**Participant B:** I think it is not that relevant because not everyone is interested in translation, but the problem with the ELT curriculum is that they don't have the chance to allow translation courses because it is not in the program, it is only an elective course.

Unquestionably, participants asserted that translation is relevant for the ELT curriculum just as a subject. Appraising that the English Language Teaching program is focused on providing the necessary implements for being a teacher, it is noticeable that the curriculum added importance to the related aspects of teaching, which may leave other disciplines such as translation in the background. Nevertheless, if the ELT curriculum contemplates translation, it is important to think about the students who are part of this subject. The ELT program could be more ambitious and meditate on the possibility of providing more than the basic concepts. Moreover, it is essential to involve the technology and its interaction with translation. Considering that statement, the translation program may need some adjustments in favor of students' needs and motivations.

Regarding the opinions of students about the translation contents, participants B, C, and D explained.

**Participant B:** ...it looks attractive due to the name, and you can imagine the content they have, but then you get disappointed because the teachers are not prepared to give these courses, I don't think they have the knowledge or maybe the experience to give the courses.

**Participant C:** As I said the program is too short, people in charge of these topics should extend the content of those subjects to make it not only interesting but also useful to add more knowledge to students' courses.

**Participant D:** Well, I think the content is good, but it could be better, so it depends on the relevance that we put to different fields, it also could be better about the organization and the direction of the classes, we need to focus on different fields of study.

The experiences of participants reflect that the translation program shows proper content, however, it may need some adjustments. According to the needs of students, the content requires diversity in the study fields, extending the period of the course, and getting a better organization. For students who are genuinely attracted to translation, it is necessary to revise those aspects to provide them with meaningful learning from the translation courses. It is significant to approach translation subjects by understanding the demands of students and offering them classes that allow them to progress and expand their skills, having a positive impact on their perception of what translation is about and how this area could contribute to their professional profile. Table 4.1 reflects some of the possible adjustments according to participants' needs.

**Table 4.2 Translation Courses Adjustments**

<b>PARTICIPANTS</b>	<b>TRANSLATION COURSES ADJUSTMENTS</b>
<b>PARTICIPANT B</b>	Teachers of the translation courses need more preparation
<b>PARTICIPANT C</b>	The period of courses requires to be extended.
<b>PARTICIPANT D</b>	Organization and direction of the courses.

Related to the topic of translation skills in the professional stage, all the participants stated.

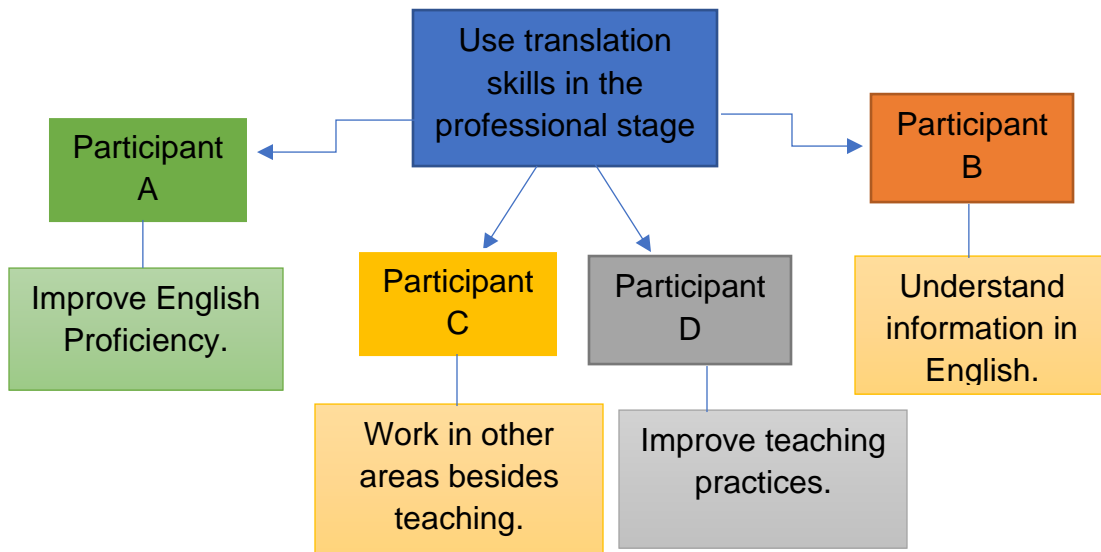
**Participant A:** The ideal thing is that you domain the language, but not with an exclusive purpose. Translation skills allow you as a teacher to have a better comprehension of the language, in your profession it is a great advantage to possess not only teaching preparation but also translation skills.

**Participant B:** During the professional stage helps a lot because most of the programs come in English, so with the translation knowledge I can understand it in a better way.

**Participant C:** ... So translation skills gave me more tools to succeed, from my point of view it is relevant, it makes me a better-prepared employee, a better-prepared student, and a person, no matter if I have to teach because I'm ready, and if I have to leave the teaching I can do other things, and I can move around different opportunities.

**Participant D:** These skills can help us in our professional formation, so as teachers, we need to be well prepared to face the reality, and complex situations in our classroom, and overall to attend to the needs of our students, so translation skills are the perfect complement for English teachers.

All the students agree that translation skills have helped positively their professional stage. The translation skills could expand ELT students' professional opportunities because it is crucial to be well-prepared with teaching tools and complementary abilities or skills. The translation skills and teaching could work together for a common good: to offer the qualities of two different fields to prepare qualified professionals. Figure 4.3 illustrates the aspects where translation skills help participants in their professional stages according to their experiences.



**Figure 4.3 Translation Skills in the Professional Stage**

## **4.5 Chapter Conclusion**

This chapter was focused on analyzing, discussing, and interpreting the participants' contributions according to their experiences and views about translation skills and how helpful they were during their formation as English Language Teachers. The variety of opinions of the participants was the cornerstone to enriching the current research, providing a different insight and a clearer understanding of the topic. The analysis of the interview data presented relevant information to respond to the three research questions of this study: 1) What are the key components of the translation program? 2) How can translation skills support ELT students during their formation? 3) What are the students' opinions about the impact of incorporating translation skills into their ELT curriculum? The findings and their relation to the research questions are explained in detail in the following chapter.



## **CHAPTER V**

### **RESULTS AND CONCLUSIONS**

#### **Introduction**

This chapter aims to display the results and findings obtained from the analysis and discussion of data throughout this study. The chapter focuses on responding to the three research questions of this research and discussing if they were responded to. The results and conclusions first show the responses to the three research questions, followed by a table that illustrates the research questions and their relation to the items from the interviews. Secondly, further results and findings from the instrument are explained concisely, and some of the findings are supported by figures and tables, and close with the conclusion of the complete research.

#### **5.1 Responses to the Research Questions**

##### **1. What are the key components of the translation courses?**

This first research question was fully responded to by the investigation. According to the literature review and the responses of the participants, there are key components such as translation for specialized areas, teachers, basic concepts of translation, and developing translation skills that are significant in translation courses.

- Translation of specialized areas: Translation courses provide different categories where participants explore a variety of topics related to specific areas such as medicine, literature, mathematics, and social sciences. The interaction with certain

fields provides tools for acquiring translation skills such as reading, writing, and analytical skills to produce reliable and qualified translations.

- Teachers: For translation courses, teachers who are engaged with the subject represent an important element in motivating students to improve their abilities.
- Basic concepts of translation: The translation and theories class is the base for students who are enrolled in the translation subject. However, the rest of the courses provided the basics according to their discipline. For participants, the introduction to the translation area helps them to develop translation skills such as writing, reading, research, and analytical skills.
- Developing translation skills: During the five courses of translation, students can develop and improve their translation skills, which are also useful in their formation as English language teachers.

## **2. How can translation skills support ELT students during their formation?**

Throughout this investigation, the second research question was responded to.

Translation skills are useful for students during their formation in different ways.

- Translation skills support participants in the reinforcement of learning a second language.
- Translating and acquiring a second language have some aspects in common such as acquiring new vocabulary, cultural knowledge, active listening, improving writing, and so on.
- Translation skills help to improve proficiency in the foreign language, specifically in writing and reading skills.

- Translation skills are a good complement to the teaching area, and implementing these tools could help to develop other strategies to learn and teach the second language.

### **3. What are the students' opinions about the impact of incorporating translation skills into their ELT curriculum?**

Due to its nature, the last research question was mainly responded to by the participants of this investigation.

- Students consider that translation skills are important for the ELT curriculum, it can act as a complement to the teaching area.
- Translation skills help to develop the same skills required to achieve proficiency in the English Language.
- Translation skills may be a tool for teaching performance, it could provide a different direction for teaching, innovating in methodologies or strategies that will be useful in real teaching practices.

## 5.2 Research Questions and Instrument Items

Table 5.1 shows the relationship between the items from the Instrument and the Research Questions.

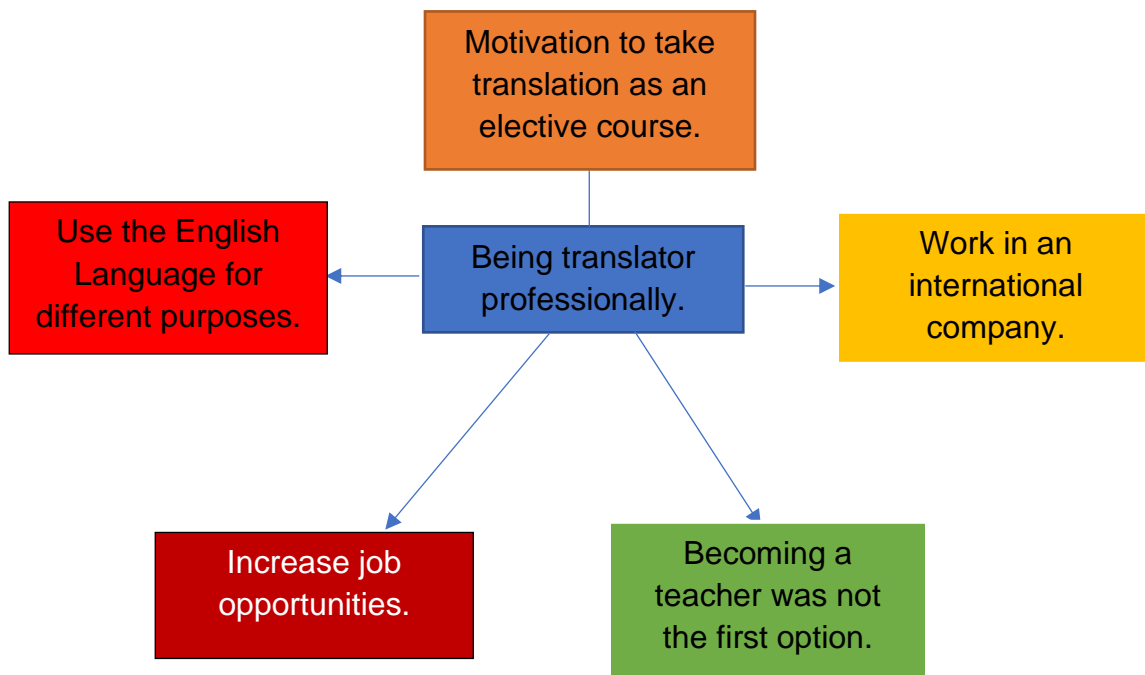
**Table 5.1 Research Questions and Instrument Items**

Research Questions	Interview Items
What are the key components of the translation courses?	<ul style="list-style-type: none"> <li>• The decision to take translation as an elective course.</li> <li>• Weaknesses/strengths of the translation courses.</li> <li>• Coverage of the translation courses for students' needs</li> </ul>
How can translation skills support ELT students during their formation?	<ul style="list-style-type: none"> <li>• Importance of translation skills.</li> <li>• Benefits of translation skills during the formation of ELT students.</li> <li>• Support translation skills during students' practices.</li> <li>• Translation skills for improving productive skills.</li> </ul>
What are the students' opinions about the impact of incorporating translation skills into their ELT curriculum?	<ul style="list-style-type: none"> <li>• Advantages/disadvantages of translating a mandatory subject.</li> <li>• Relevance of translation in the ELT curriculum.</li> <li>• Students' opinions about translation courses.</li> <li>• Students' opinions about translation skills during their professional stage.</li> </ul>

### 5.3 Further Results from the Interviews

#### 1. The Decision to Take Translation as an Elective Course

The findings (Figure 5.1) show that the participants chose translation as an elective course motivated by different reasons; the vast majority agree that they want to become translators. Every color represents the different motivations of participants, representing with blue the reason in common.



**Figure 5.1 Motivation to take translation as an elective course.**

## 2. Weaknesses and Strengths of the Translation Courses

Table 5.2 explains the main strengths and weaknesses of translation courses according to students' perceptions. On the left side of the table are displayed three strengths and on the right side, the weaknesses are described.

**Table 5.2 Weaknesses and Strengths of the Translation Courses**

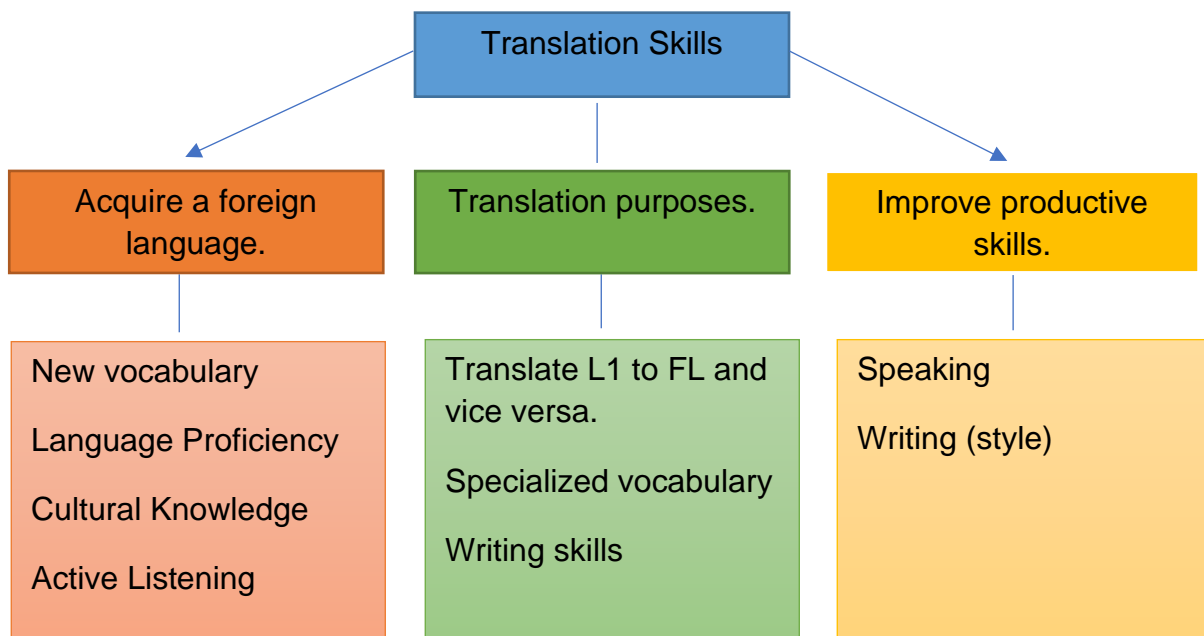
<b>Strengths</b>	<b>Weaknesses</b>
Variety of areas	Topics need to be updated
Translation and theories classes provide the basics of translation	Some activities are not meaningful
Teachers who are translators professionally	Teachers who are not translators need more preparation

## 3. Coverage of Translation Courses for Students' Needs

Most participants indicate that translation courses only cover the basic needs of students, which means that it is necessary to provide more topics and practices according to the real context. Students are not completely satisfied with the translation subjects, so it is crucial to revise the translation courses and reflect on students' demands, to give them a better learning experience, and motivate their professional growth.

## 14. Importance of the Translation Skills in Students' Formation

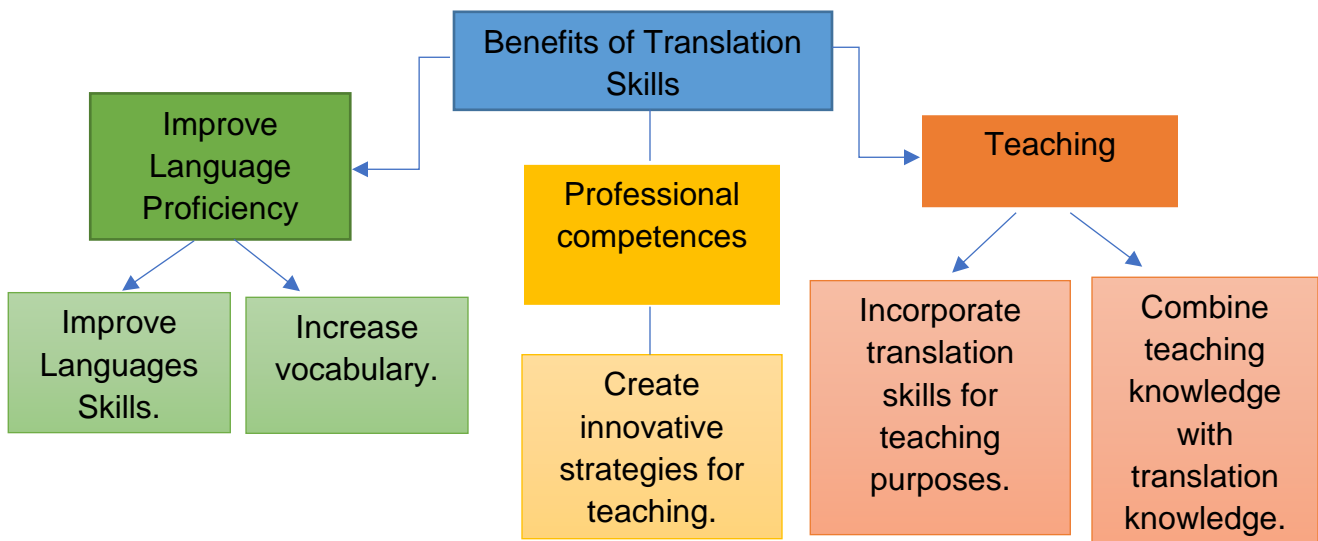
The results show (Figure 5.2) that translation skills are extremely important for different purposes. Translation skills share elements used in the process of acquiring a foreign language; they could act as an adequate complement, contributing to the advancement of learning another language and the development of translation skills, especially for students who are attracted to the translation field. Figure 5.2 indicates different colors (orange, green, and yellow) the three aspects where translation skills are important, and soft colors are explained specific features.



**Figure 5.2 Importance of Translation Skills**

## 5. Benefits of translation skills during the formation of ELT students.

Students who are involved in translation classes have the advantage of incorporating translation skills as part of their professional competencies. This could bring some benefits to their main field of study which is teaching. More than half of the participants agree that translation skills provide them benefits when they are in the process of learning English as a foreign language or even in teaching subjects. Figure 5.3 explains in detail what are the benefits of translation skills during the formation of ELT students' according to participants' experiences. There are three main benefits identified with the colors green, yellow, and orange, with their respective brief explanations in a soft color corresponding to each benefit.



**Figure 5.3 Benefits of Translation Skills during the ELT Students' Formation.**



## **6. Translation Skills Support during Students' Practices**

Translation skills have been a support for many of the participants, giving them new perspectives regarding teaching and innovative ways to teach. The tools provided for translation skills support not only the improvement in the learning process of a foreign language or the increase of knowledge related to translation subjects and learning for different fields of study, but also motivate students to make use of translation skills during their practices, for acquiring a foreign language, or for innovating in their teaching practices.

## **7. Translation Skills for Improving Productive Skills**

The findings indicate that translation skills help to improve productive skills (speaking and writing). Due to the qualities of translation skills, students perceive an advancement in writing, they also find new ways to express themselves, improving their speaking, resulting in better communication and achieving proficiency in the English Language. Translation skills allow students to be confident about their advancement of writing and speaking, resulting in better use of the English language, helping them with fluency in speaking and comprehending or analyzing any kind of reading.

## 8. Advantages/disadvantages of translating a mandatory subject.

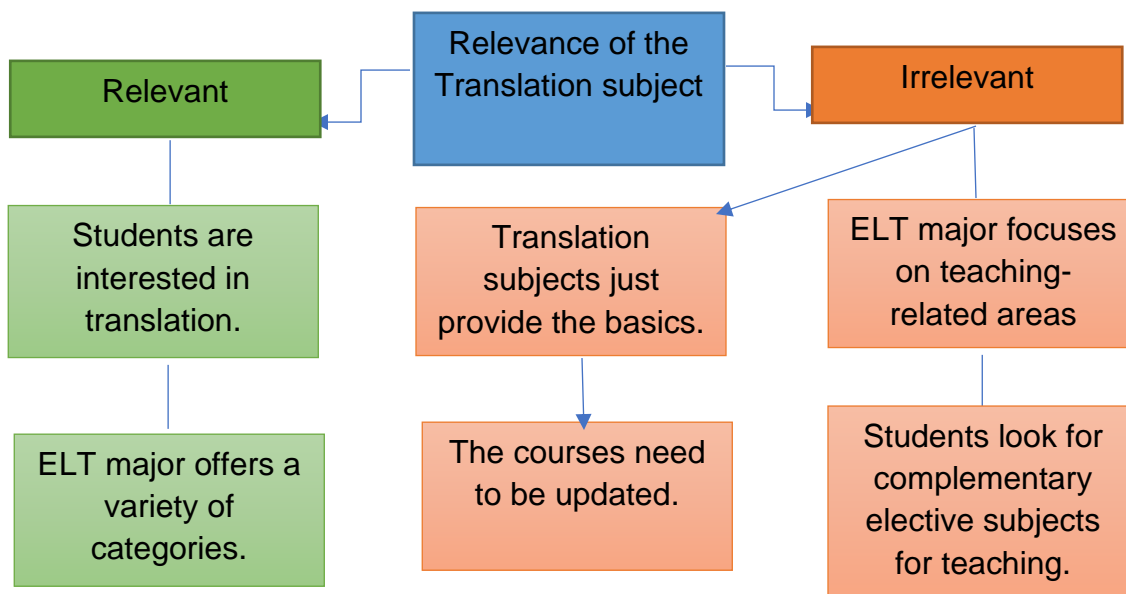
Table 5.3 illustrates the comparison between the advantages and disadvantages of making translation courses mandatory in the ELT curriculum. On the left side, there are three advantages according to participants' opinions, and on the right side, three disadvantages are discussed.

**Table 5.3 Translation Subject as a Mandatory**

<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
<ul style="list-style-type: none"><li>• Translation and theories class gives the basics of translation which could arouse the interest of some students outside this area</li></ul>	<ul style="list-style-type: none"><li>• Not all students show interest in the translation field</li></ul>
<ul style="list-style-type: none"><li>• Translation courses allow one to explore different areas besides teaching</li></ul>	<ul style="list-style-type: none"><li>• Students look for an elective class that could be complementary to the ELT major like teaching Spanish to foreigners.</li></ul>
<ul style="list-style-type: none"><li>• Not limiting the use of English just to teach</li></ul>	<ul style="list-style-type: none"><li>• Not represent an important part of students' professional growth</li></ul>

## 9. Relevance of Translation Subject in the ELT Curriculum.

Half of the participants suggest that Translation is relevant just as an elective subject of the ELT curriculum, meanwhile, the remaining half state that Translation is not relevant at all. Figure 5.4 illustrates the observations of the participants, the mind map is divided into the relevant and irrelevant aspects of the translation subject in the ELT curriculum, green represents the relevance, and the relevant information is highlighted with a soft green color. On the other side, the irrelevant aspects are presented with orange color, and the information provided by the participants is marked in a soft orange color.



**Figure 5.4 Relevance of the Translation Subject in the ELT Curriculum**

## 10. Students' Opinions about Translation Contents.

The entirety of the participants state that the content of translation elective courses is interesting, however, it is necessary to make some adjustments to motivate students and give them a meaningful experience of learning. Then it is necessary to revise the translation courses to fulfill students' needs and offer them more tools for their professional preparation. Figure 5.5 illustrates which aspects need improvement, represented by the colors green, yellow, orange, and gray. The purple one represents the connection to the period of the courses and the organization.

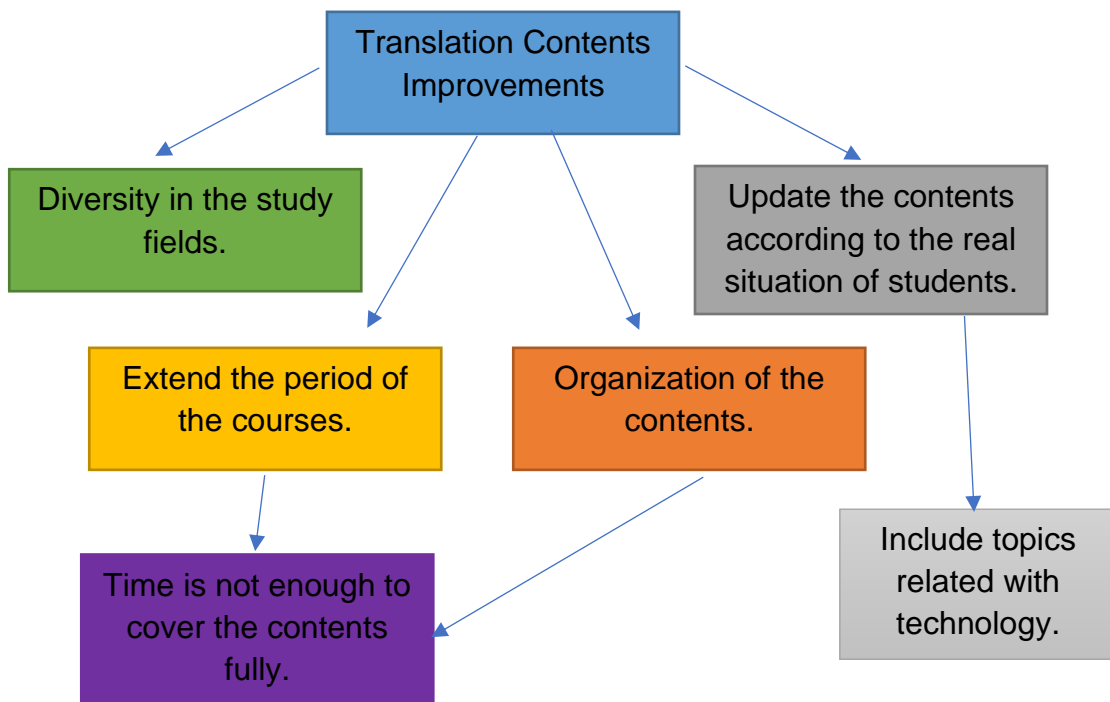


Figure 5.5 Translation Contents Improvements.

## 11. Students' Opinions about Translation Skills During the Professional Stage

The translation skills have positively impacted the participants' professional stage in different situations, opening opportunities in the teaching profession and other labor sectors. Table 5.4 explains what impact translation skills have in their professional stage. The table is divided into four according to the number of participants, on the left side is indicated the "name" of the participants, meanwhile on the right side, are located the experiences of the participants,

**Table 5.4 Translation Skills in the Professional Stage**

<b>ELT STUDENTS</b>	<b>TRANSLATION SKILLS IN THE PROFESSIONAL STAGE OF ELT STUDENTS</b>
PARTICIPANT A	A better comprehension of the English Language, possessing an advanced level when participant became a teacher
PARTICIPANT B	A better comprehension of the English Language allows for understanding and designing programs for English classes.
PARTICIPANT C	Allow development in different sectors besides teaching. Translation skills provide more tools for professional growth.
PARTICIPANT D	Translation skills help in professional formation as a complement to facing the reality of being a teacher.

#### **5.4 Limitations of Study**

The current study went through some limitations in certain moments of its development. Considering that the participants are a crucial part of doing the analysis and the questions research, the first difficulty arises in the step of looking for participants due to the small number of students interested in the translation area. Added to this, the transcriptions of the instrument were time-consuming which rushed the time to interpret the data. Also, it is important to mention the lack of experience doing research which could represent some limitations such as being repetitive or missing to explore some aspects in detail. Undoubtedly this investigation tries to cover all the relevant elements related to the topic, however, some components probably need improvements.

#### **5.5 Recommendations for Future Research**

To enrich this investigation in the future, it is recommended to consider expanding the number of participants to explore a diversity of perceptions widely. Furthermore, it is suggested to evaluate in depth some variables of this investigation, such as the relation between translation skills and the process of acquiring a foreign language, or the use of translation skills in the teaching area. Consequently, it will be important to seek literature that helps to understand these variables and complement the present investigation.

## **5.6 Conclusions**

Since the beginning, the realization of this study was motivated by my interest in the translation area, but at the same time, I wanted to inquire into the possibility of combining teaching and translation to result in the use of the English Language with no limitation. This thesis sought to explore the impact of translation skills on supporting ELT students' formation. Through this investigation, I responded to the three research questions thanks to the participants who collaborated with me to collect relevant information and understand their perceptions and beliefs about the topic of interest in depth. Undoubtedly, conducting this research was hard work that demanded time and dedication, but this represents a personal and academic advance that fills me with satisfaction for having concluded these five chapters.

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## **APPENDICES**

### **Appendix 1 Interview Instrument**

Interview “Exploring LEI students’ perceptions about the support of translation skills during their formation as English Language Teachers”.

This interview seeks to collect information about the opinions of students from a BA ELT about how translation skills (Spanish -English) support them through their formation as English Language Teachers and as professionals in ELT.

#### **Personal information**

- Semester
- Elective translation course

#### **Translation program**

- Why/How to choose the translation
- Weaknesses/ Strengths of the translation program
- Students’ needs (coverage)

#### **Translation skills**

- **Utility of translation skills in the**
- Utility/ Importance of translation skills
- Benefits of translation skills during the formation of ELT
- Translation skills as a support during your practices
- Translation skills as a support to improve productive skills
- Advantages/ disadvantages of translation as a mandatory subject

## **ELT curriculum**

- Opinion about the Relevance of translation in the ELT curriculum
- Opinion of the translation course contents (Optativas)
- Opinion Relevance of translation skills in their professional stage

## Appendix 2 Transcription

**Interviewer:** OK, this is the interview n. 2. Thank you (name) for your time and for giving me the chance to conduct this interview with you. If you agree, we can start with the interview, ok?

**Participant 2:** Ok, yeah, it's okay.

**Interviewer:** OK, well. I would like to tell you about what my topic thesis is about, it's about exploring LEI students' perceptions about the support of translation skills during their formation as English Language Teachers. Well, this interview has the purpose of collecting information about your opinion as a student from the ELT bachelor about how translation skills support you through your formation as an English Language Teacher and how they improve your professional stage. So first of all, I would like to collect your personal information...eh could you tell me in which semester are you currently?

**Participant 2:** Eh, currently? I officially graduated with a bachelor's degree...ah...yeah, I've just finished the program, so...yeah.

**Interviewer:** OK, so understanding that part...ah... that means that you have already finished with your elective courses in translation. Is that correct?

**Participant 2:** Yes, all of them.

**Interviewer:** OK, so I would like to address the translation program, could you tell why did you select or choose translation as your elective course?

**Participant 2:** Ah honestly, I thought that it was more useful for me because you know, on the face, I was thinking I need something that is going to help me to make progress in my English learning process so from that point of view I was thinking, I need something which can connect both of my languages, you know, my mother thong, and then the foreign language I'm learning, so to me, it was logical, you know the translation aspects, it was just like the best option for me and yeah, that was. Also, I thought that I would have more opportunities in the seeking of work that I would be doing afterward, so I was thinking yeah, yeah... and above I wanted to dedicate myself to translation as well, so I wanted to be a translator as well all, so yeah, it was pretty obvious.

**Interviewer:** Ah yeah, I understand that part, if you, well... you finish the career as a teacher right? So, why did you decide to connect this part of translation and teaching, for example, I mean, you wanted to be a translator right?

**Participant 2:** Ah yeah, it was one of my options, yeah

**Interviewer:** Ah ok, so if this is one of your options, you also want to be a teacher? Or it is not in your plans?

**Participant 2:** Yeah, I wanted to get prepared for anything, I mean in both scenarios I wanna get involved in both topics, like... because the teacher was my first option so I thought I'm going there first, the first thing I'm gonna do is gonna be teacher, but I also feel attracted to the translation field so, If one of those things doesn't work I am trying the other one, and maybe the translation aspects are gonna help my teaching aspects because you know, you understand how the processes work. You know, if you know how the processes work of translating a text or any English written document then you understand what it takes to, you know, to translate you know, the internal processes, so you can help your learners, your students, you can help them to understand like first hand, you know as I went through this when I was trying to learn English when I was trying to translate and I can tell you what it is about, so I can be like a better teacher If I know what I'm doing when I am translating it, so yeah, I think that's it.

**Interviewer:** OK, thank you (name) so, knowing the program of translation, could you tell me about what are some weaknesses or strengths that you detect in the translation program? Something that maybe you could think that is not working in the program or could have some improvements.

**Participant 2:** Yeah, actually I have a couple of them. For starters, I mean one of the weaknesses of the program I think is like, it's a little... very short, I meant it's good it works but, as you keep working, as you keep understanding, as you keep developing yourself within the program, you realize that you know, it's a lot of things that you are not covering, and I know... I understand that the teacher has to stick to the period that they give them to cover the program, but I still feel like it is short, I don't think that we cover everything, I think there are plenty of things that are not taught, but as a whole, it works like you can get a taste of what a translator does, and it makes you aware what you can find in the open field out there when you go and try to find a job for you in that aspect. One of the strengths of the program, I consider is the teachers, the teachers that provide the subject, they take their time with you, I mean in my case it was one of the most important things because the program was really like, the program was straight like... only a few topics we didn't get to touch, but the rest of them we covered them, and I think most of the part...most of the part in the success of covering that program was my teacher because he was all the time you know, working in and out of the classroom and let him know what I was doing wrong despite I founded I little stressing, but the teacher, I mean the way the teacher progresses through the program, to me that's important.

**Interviewer:** Yeah...well, that's interesting, because... well in the part that you mention about the weaknesses, I agree with you because I also think the time is not appropriate, so, for example, me, I am a student of semester... mmm you are semester, or you have the program of four months? About the...

**Participant 2:** The four months, the four months one.

**Interviewer:** Ah yeah, so you have less time

**Participant 2:** Yeah, yeah. It was less, that's why I am making a real... I wanna make clear that in my time or when we used to work like that the time was fewer, so the teacher really like... put a lot of work in it, so we could get it done.

**Interviewer:** Yeah, I got it, yeah. I think that... that's right because even when I am taking the semester course, well I am part of the semester plan, I think that even the time is a... short time, a short period to learn or go in deep

through translation, because translation is a broad field, and even when it's divided into five categories I think that we need more....eh... more specifications, more practice maybe, because in my case sometimes teacher tend to tell us, you have a paper and you have to translate it and that's it, but well I agree with you in that part of the weaknesses... and yeah. Thank you so much for your answer.

About the...well... also talking about the translation program. Do you think that that program covers the student's needs?

**Participant 2:** Oh that's a tricky one... because you may say that it does, but in the real world when you go and try to translate there are a lot of things that you don't see until you face them, so I will say that yeah, it works for what a student is about to learn like... what he needs to learn is there, all right? You know like the basis of... you get a test of, but that's it like you don't face the real deal until you get to get it done, and am yeah...I mean it covers the necessities of the student but just in a way of letting him know what it is about, but it doesn't go any order, you know, and am... yeah, I think for that aspect it's just a subject, right? It's just a subject, it's not supposed to give you the whole thing, it's just a subject, and taking it as a subject, yeah, I think it does, it covers it.

**Interviewer:** Yeah, that's true, well I agree with that. I think that yeah, it's like... it's just a subject and you have to pass and just that. And if you want to be a translator, I think that maybe the tools that the program gives us as students maybe are not enough, so yeah, I agree with the part that you mention, that it's just like a subject that covers the necessity as a student, but no if the student wants to be a translator, so yeah. I agree with that.

Ok so, so I'm gonna address another important point about translation skills, so could you tell me how much is important translation skills in your formation as a student?

**Participant 2:** Oh, they are very very important. They're one of the main things that you have to know what to do when you are learning a foreign language like... translation that's the basis of that. When you start learning the language, translating is the first thing you do, you cannot learn straightforward, you have to translate, so if you don't know how to translate, if you don't know the equivalence of the words in both languages you are gonna have a lot of troubles, and those troubles can be huge because you know, culturally if you are speaking one.... one that you are used to one way of the speaking but, when you turn into another language you realize that it's not the same that you know like they don't think the same, they don't speak the same, they don't express the same so, as you start to try to translate it, you make it and you translate it in your language, but you need to get acquainted with the culture of that country, so you understand that it's very different like not because they say one thing they mean one thing right? they say it differently. And maybe that's not important for somebody who is gonna go out and just speak English with somebody random right? But if you are a teacher or you are a translator you have to know like... you have to know how it's done, you need to know how it's done properly because you cannot make mistakes, you know... a translation... if somebody hands you doing a translation about something important, I mean it has to be done right, you cannot playing around with the terms or anything so yeah, I mean to me translation is one of the bases, one of the bases of learning a foreign language, it's the first thing you do when you start learning it, translation is one of the main tools that we use to learn it, in my opinion, yeah.

**Interviewer:** Yeah, well I agree with that also, I would like to rescue something important that you mention about...in a few words about cultural aspects and also

linguistic aspects, so I think that parts are very important as you mention, for example when you want to learn a foreign language, I think that these parts that are part of the translation field could be applied to... for example in our career, in the target language for example, to teach, I don't know, in the cultural part for example idioms, and it's obvious that you're not going to translate idioms, so I think that that parts of translation could be applied to the target language or during the process of acquiring a foreign language, so I agree with what you mention and I think that it's really important, so well, thank you so much for your answer. Now I would like to know if you could tell me some benefits of translation skills during your formation as an English Language Teacher.



**Participant 2:** I would say that you learn it faster, I mean you learn faster the Foreign the language that you translate, you learn it faster, really faster. If you do it properly, your vocabulary increases considerably. And then, as a teacher well... as a teacher it helps you to help your students to don't get frustrated because when you are learning, when you are trying to become a teacher, you just face a lot of troubles, and that's why you are trying to become a teacher to help others with those problems. So, once you mastered it and you go ahead in getting into the classroom you see your students getting frustrated and they get angry with themselves about the teacher I cannot get it done! I cannot translate it! They get frustrated, I see them, and then you can slow down, talk to them, and say, hey I went through to this, this is what's gonna happen now, we have tools, we have things that can help you to get through this process of translation. So, as a teacher, I think it makes you more... it gives you more I think...more sensitivity when you are talking to your students because you already know what is about, and as a teacher, you also use it as a tool to improve your English language proficiency, and as a learner of foreign language, it improves your vocabulary and your language skills, so yeah.

**Interviewer:** OK so, related to that topic could you tell me if translation skills help you during your practices, for example...well have you already taken professional practices, right?

**Participant 2:** Yeah

**Interviewer:** So, could you tell me if translation skills help you at a certain point during your practices to improve your classes or to address the topic with your students?

**Participant 2:** Ammm yeah, yeah of course. It has, especially when I use the translation method to teach my students, that's when I see it the most because I don't translate it anymore, I can translate as a foreign language speaker, you never stop translating, you are gonna translate all the time, that's a short time, but when you are giving classes, of course, it helps especially when you are teaching with a translation method when I am using the translation method, I used a lot and my students like it, yeah it helps you, it helps you, it helps you because it creates that reach between English and Spanish and it makes it more variable, for students who don't like that stuff and need more variables.

**Interviewer:** OK so, taking into account that part, do you think translation skills help your students to improve their productive skills, I mean speaking and writing?

**Participant 2:** Yeah, no doubt about it, definitely does. Of course, if they are writing anything they try to express themselves since English is a foreign language to you, you start writing your thoughts and you think ok this is what I want to say but I don't know how to say it, and you think you know how to say it because you are just, like translating, but there are a lot of things that involve translation, it's not only putting words into another language, you need to carry the whole message most of the times that's the main thing to do when translating, right? So I think it helps the students, yeah it does, especially when they're trying to learn new ways of expressing themselves, and once they achieve to express themselves, it gets easier because they see they are capable of doing it, but you need to show them, and translation is one of the best ways to do it.

**Interviewer:** Yeah, that's an interesting part. Thank you (name). So well, I would like to talk about our career environment, so what's your opinion about translating mandatory subjects? do you think that could have some advantages or disadvantages?

**Participant 2:** It could have some interesting advantages because it will allow teachers to understand the English language a little bit more, you know, you know a little bit more about words, about syntax, about linguistics in the language when we are making or doing a translation. It could give our teachers better tools when they are trying to become professionals because if they are in anyways going to give classes to students, I mean, translation is gonna prepare them to know how to answer questions of their students and questions that come up very commonly because your students they are there to learn from you right? You stay there, and then they're gonna start with these questions, these questions are gonna start to come up like hey teacher, how do you say this in English? How do you say that? If I wanna say this, how do I do it? And then you have to know how to do it. If you don't know how to translate properly, you are gonna give away wrong information, and you cannot just put the wrong information in your students, right? Like...that's a responsibility that you have to take as a teacher, so yeah, I think it may help our teachers a lot.

**Interviewer:** Yeah, I think so also, I think that it could be great to include translation as a mandatory and not only as an elective course, and thinking in that part, from my point of view could be an interesting experiment, I mean, translation as a subject, not as a major because I understood that some years ago translation was a career in the faculty, but it doesn't work because of the... because people wasn't... people were (sorry) were not interested about translation but if we try to combine translation and teaching field, I think that could generate optimistic results, but well that's my perception, well yeah I agree with you, and well talking about the translation in the faculty d you think translation field is relevant in the faculty of languages?

**Participant 2:** Yeah, yeah but is not the main thing. I see it because the degree is trying to get a distinction, ok? So most of the people there are trying to become teachers are gonna take Spanish for foreign speakers... it's like obvious, it helps you more in the curriculum when you are trying to become a teacher but... yeah you know, as a topic it's interesting but it would be better if it fits as a topic, as a mandatory topic, its to get an overall view of what is translation about and not only...I mean you don't have to take the five courses of translation, just one topic, it is gonna be one subject, and you get through it and you learn the basics and you then go, because you are trying to become a teacher after all, as you were saying, there is not a such a thing as a degree in translating, so it makes no sense, people who are trying to become a translator they take those subjects, but the degree as a whole is trying to become an English teacher, in that way, the subject was called Spanish for foreigners speakers and that was like...in my opinion, in my experience, people who are trying to become teachers, they take that subject instead of translation, they don't see it like acts important, they see it in this way... I am going to translate anyway, it makes no sense that I have to learn how to translate like it's just to write the world and relate the world, you have it in Spanish you have it in English that's it, it's not that important if you wanna see it in that way, so yeah, that's my opinion, that's what I think.

**Interviewer:** Yeah, thank you so much. I would like to finish with this question, could you tell me your opinion about the translation courses?

**Participant 2:** Amm yeah, yeah well, in the translation course I took several topics, and they

were interesting though, for example, I took translation and theories, scientific translation, translation... I don't remember what it was called... it was I think scientific translation. I don't remember, it was about health, about literature, math or something like that, and administration, those were the subjects that we covered through the whole translation course, they were like five topics or stages, I don't know how to manage it, but they were like five and those were the ones that I took. Generally, they were ok like... you get the knowledge about a little bit more about translation in a specific field, and it was a nice experience because allowed me to find out what I wanted to do, like what field I wanna focus on if I wanna go to medicine, or I wanna go finance, or I wanted to go to...literature all of those, it helps you to understand because if you don't know that if you don't know the difference between one and other and you think that translation is the same for everything your gonna have a lot of troubles because you are gonna feel like oh I didn't know that translating for medicine it was so hard because you need to know a lot of terms that come in books and sometimes you don't know this and you don't know that, and you think that because you can translate something from literature maybe a reading you translate that and

you think oh I'm capable of doing that so I can translate medicine and that's not true, that's not true. So I think the content it's really helpful for students to understand what they wanna do, and what they want to translate so they can find a field where they are comfortable and where they can perform.

**Interviewer:** Yeah, that's true. In the part that you mentioned, the translation is not the same

for everything because maybe people tend to think that translating for example health stuff is the same as translating legal stuff or something related to administration for example, and I think also that the five categories if we can say it like that are... adequate for being optative classes I think that they are appropriate, and they just cover the necessary information for us to help us to maybe improve a little bit our translation skills, and they think that's all. But well, thank you so much (name) for your time and your answers, your information believes me, it's relevant to my investigation, and you explained to me what I want to have for my investigation, so thank you so much for your time and your participation.