

Translation in Language Teaching and Assessment

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and Assessment

Edited by

Dina Tsagari and Georgios Floros

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P U B L I S H I N G

Translation in Language Teaching and Assessment,
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PREFACE

DINA TSAGARI AND GEORGIOS FLOROS

For a very long time and across various educational contexts and countries, translation was one of the most important tools for teaching and assessing language competence. Ever since the emergence of what became known as the *communicative turn* and the adoption of the communicative approach to language teaching, translation has gradually lost importance both as a teaching and as an assessment tool. This decline was mainly due to a) fallacious perceptions of the notion of translatability on the part of language pedagogy or a conflation of the use of L1 with translation, b) the equally fallacious interpretations of the translation task as the common attempt of finding lexical and structural correspondences among L1 and L2 (grammar-translation), and c) an inadequate—if not totally missing—attempt on the part of Translation Studies to examine ways of informing other domains of language-related activity in a manner similar to the way translation studies has consistently been informed by other disciplines. In other words, these circumstances were indexical of a relative lack of epistemological traffic among Language Learning and Translation Studies as disciplines in their own right. Nevertheless, the situation seems to start being reversed lately. Developments within Translation Studies seem to have led to a more confident profile of the discipline and Language Teaching and Assessment seems to be rediscovering translation as a tool for its purposes.

In this optimistic context, the volume attempts to a) record the resurgent interest of language learning in translation as well as the various contemporary ways in which translation is used in language teaching and assessment, b) explore new ways of consolidating the relationship between language learning and translation, by offering insights into future possibilities of using translation in language teaching and assessment, and c) examine possibilities and limitations of the interplay between the two disciplines in the light of current developments touching upon the ethical dimensions of such an interaction. The initial intention of this volume was to examine whether the call for reinstating translation as a component of language teaching (cf. Cook 2010) and assessment has indeed borne fruit and in which ways.

The volume accommodates high-quality original submissions that address a variety of issues from a theoretical as well as from an empirical point of view. Contributors to the volume are academics, researchers and professionals in the fields of Translation Studies and Language Teaching and Assessment as well as postgraduate students (PhD level) who have completed or are about to complete their doctoral studies in the area of teaching and assessing languages through translation. Covering a variety of languages (English, Chinese, Dutch, German, Greek, and Spanish) and areas of the world (the USA, Canada, Taiwan R.O.C., and European countries such as Belgium, Germany, Greece, Slovenia and Sweden) as well as various professional and instructional settings (e.g. school sector and graduate, undergraduate and certificate programs), the volume raises important questions in an area currently under scrutiny, but also attempts to show the beginning of perhaps a new era of conscious epistemological traffic between the two aforementioned disciplines—as an answer to the previously mentioned, long existing lack thereof—as well as between different parts of the world.

The volume is divided in two parts. Part I contains chapters focusing on new perspectives on how translation can be used for the teaching of core language skills (such as reading, grammar and lexis) as well as innovative general approaches to researching and using translation as a language teaching tool. Part II presents chapters focusing on the use of translation in the field of assessment, which we consider an additional innovative aspect of this volume.

Part I opens up with Tzu-yi Lee's contribution (Chapter 1), which presents findings of an experimental study designed to explore the use of translation in the reading EFL classroom. The author considers the potential impact of translation exercises on L2 learners' reading proficiency and offers pedagogical implications for both translation and EFL teachers for future curriculum design. In the next chapter (Chapter 2), Melita Koletnik Korošec addresses the role of translation in the acquisition of selected grammatical categories and reports findings of an experimental study that looks at the role of translation in linguistic competence acquisition and its influence on the development of translation competence in university students of translation. The author argues that translation activities and the judicious use of students' L1 in foreign language classrooms can be supportive of explicit language learning in the context of colleges and universities.

The next two chapters in the volume focus on the use of translation in the teaching of lexis. For example, Ana Ibáñez Moreno and Anna Vermeulen (Chapter 3) explore the use of Audio Description (AD) as a

tool to improve lexical and phraseological competence in the language classroom. Through the use of a series of tools and didactic techniques that were implemented in the classroom, the authors conclude that, as a didactic tool in the foreign language classroom, AD contributes not only to the development of linguistic, but also of sociocultural competence, an essential part of language learning. In the same vein, Flavia Belpoliti and Amira Plascencia-Vela (Chapter 4) explore translation techniques to promote the development and growth of the lexical domain of Heritage Learners of Spanish by the means of implementing translation techniques as part of the language pedagogy used at university level. The results of this study show that translation-as-pedagogy has a positive effect in the language classroom, and allows for the expansion of the mediation abilities. The authors propose strategies that have a direct impact on improving lexical awareness and help learners explore language in a deeper way.

In the following five chapters, translation is presented both as a research and a teaching tool. In the first of these chapters, Christine Calfoglou (Chapter 5) focuses on the L1–L2 language pair and word order issues of Greek and English where learners draw on their L1 potential in a number of ways. The study proposes an experimental approach that could be made applicable to any pair of languages within a varied range of language phenomena, along the lines of Optimality Theory, shedding precious light on the learners' interlanguage. In the following chapter Marie Källkvist (Chapter 6), addressing the issue of how translation facilitates L2 learning, presents results from a qualitative study conducted in three EFL classrooms at a Swedish university. This longitudinal qualitative study framed by the Interaction Hypothesis and by task-based language learning and teaching shows in detail the student-teacher interaction that develops when translation tasks are used in the classroom discussing the value and room for translation in learning contexts. The author recommends that audio or video-recordings of the interaction taking place between students can provide interesting data about student-student interaction during the process of translating while quantitative and in-depth qualitative studies of student attitudes can also enrich our understanding of when to use translation for the purposes of L2 learning and build a firm theoretical and empirical basis that will enable the development of teaching practices that are evidence-based.

In a different educational context, Silva Bratož and Alenka Kocbek (Chapter 7) use translation in second language teaching by focusing on young learners with a view to encouraging learner autonomy and raising learner's awareness of the cross-cultural and linguistic differences between

the first and second language. Several types of translation and contrastive activities are examined to demonstrate the different ways in which translation can effectively be used in early-level foreign language instruction. In the same light, Raphaëlle Beecroft's contribution (Chapter 8) aims at highlighting the didactic potential of the notion of translation as a holistic, communicative and (inter)cultural process for the secondary EFL classroom, the act of translation as a functional act of communication and the translator as an expert between source and target texts, situations and cultures. The chapter is aimed at teaching researchers and practitioners wishing to establish a productive dialogue between Translation Studies and Foreign Language Teaching by offering methodological recommendations on how to create and structure tasks integrating methods deployed in the subfield of translation didactics, e.g. the scenes-and-frames model and Think-Aloud-Protocols. In the last chapter of Part I (Chapter 9), Anna Kokkinidou and Kyriaki Spanou present trainee teachers' perceptions and practices regarding the use of translation in the teaching of Greek as a foreign or second language. The results of the study indicate that the majority of the teachers consider translation as an aspect of vital importance for foreign language learning, especially in terms of vocabulary acquisition. The paper concludes by presenting elements to be considered in the process of embedding translation in foreign language learning, i.e. before, during and after the translation activity.

Part II, devoted to the relationship of translation and language assessment, opens up with Samira ElAtia's contribution (Chapter 10). The author, responding to the practice of using tests outside their initial context, emphasizes the importance of the language dimension in test adaptation and translation (TAT) in the last decade and urges for more critical research on the subject. To this end, she considers issues relating to validity, reliability and fairness of assessment instruments. The chapter concludes by highlighting the interface between language assessment and TAT and the danger emanating from not addressing the different language facets in test development relying on test adaptation and translation. Discussing issues related to translation and language assessment, Sultan Turkan, Maria Elena Oliveri and Julio Cabrera (Chapter 11) discuss issues associated with using translation as a test accommodation in content assessments administered to culturally and linguistically diverse learners, specifically English learners (ELs) in the context of schooling in the United States. The issues raised in this chapter are related to improving the design, development, and validity of inferences made from assessments translated into a language other than English. The authors stress that if accommodations minimize construct-irrelevant variance associated with

language learners' limited language proficiency, this proves that translation as an accommodation might successfully increase access to tested content and result in increased test fairness and equity for language learners. Youyi Sun and Liying Cheng work (Chapter 12) closes Part II. Their study investigates students' perceptions of the demands of the translation task in the College English Test in China and examines the relationships between students' performance on the translation task and their performances on listening, reading, cloze and writing tasks in this test. Findings of the study provide evidence for the validity of using translation task type to measure students' language competence and raise questions with regard to the measurement of the translational skills and strategies as defined in Translation Studies.

In sum, the contributions to this volume discuss various and innovative ways and contexts of using translation in the language teaching process. We therefore believe that there is not only substance to the claims that translation has an important role in language teaching, but also promising prospects for further elaboration. In fact, it seems that the *communicative turn* in Language Teaching, contrary to the excluding tendencies of the past, has now created a welcoming context for translation. We remain hopeful that the chapters of this volume will contribute to a narrowing of the gap between Language Teaching and Translation studies, and that, at the same time, they will offer an effective answer to students' needs in our increasingly globalised multicultural world. For this, we most sincerely thank our authors for sharing their expertise and experience in translation studies and foreign language instruction, theory and practice. We also hope that this volume will be useful to translation scholars, language practitioners, researchers, examination boards as well as graduate students with an interest in the field.

Works Cited

Cook, Guy. 2010. *Translation in Language Teaching*. Oxford: Oxford University Press.

PART I:

TRANSLATION IN LANGUAGE TEACHING

CHAPTER ONE

INCORPORATING TRANSLATION INTO THE LANGUAGE CLASSROOM AND ITS POTENTIAL IMPACTS UPON L2 LEARNERS

TZU-YI LEE

1. Introduction

Although English teachers often neglect or reject incorporating translation into language classrooms because of its close association with the grammar translation method, certain researchers (Whyatt 2009; Weydt 2009; O'Muireartaigh 2009) have proven that it is promising to apply translation tasks to improve L2 learner proficiency in language control and reading skills. Translation has mostly been recognized and used as a cognitive strategy in reading (O'Malley and Chamot 1990, 3), and considered a convenient method to verify comprehension of the source text (Vinay and Darbelnet 1995, 124). Although abundant literature exists in the professional translation field, studies on using translation as a reading assessment task remain scant and only two were found. Hence, it is much necessary to investigate the relationship between translation and reading comprehension. Among the relevant studies, Buck (1992) examined the reliability and validity of a translation-reading test in two studies. The satisfactory reports of both studies showed that translation tests had acceptable construct validity without nearly any method effect. However, translation as assessment should be used with extreme care to avoid any undesirable washback effect, referring to the degree to which the use of a test influences language teachers and learners to do things they would do to promote language learning (Messick 1996, 241), in classroom practice. In another study, Chang (2006) applied both the immediate written recall task and a translation task to explore the effect of memory on reader recall, and found that the translation task provided considerably

more comprehension evidence than did the immediate written recall task. The translation task in Chang's study was based on word-by-word grading, which is understandable as language translation assessment, because Chang elicited the best reader comprehension from the original. In contrast to language translation assessment (Ito 2004; Chang 2006), we use professional translation assessment, an assessment method applied to translation courses. The assessment, different from the one language teachers usually use to score student translations, focuses on both accuracy and students' L1 expression which is important for the researcher in analyzing students' reading comprehension. It is expected that the use of professional assessment could provide useful teaching implications for language teachers. But the use of professional assessment is not the only aim of the study. More importantly, we attempt to investigate whether the use of translation could have any effects on student language learning, particularly on their reading comprehension competence.

2. Experiment

2.1 Research questions

We investigate whether the use of translation influences L2 learner reading comprehension, and address two research questions:

1. Does the use of translation after reading enhance student comprehension?
2. Is there any connection between student translation performance and their reading comprehension, particularly for EFL students with different backgrounds?

2.2 Participants

Participants were 35 undergraduate students enrolled in a Chinese/English translation course at a university in Northern Taiwan, including sophomores, juniors, and seniors. Although they had learned L2 (English) for more than 7 years, this was their first time to take a translation course. In this experiment, the students were divided into two groups, English majors, and non-English majors. Their different backgrounds were an important variable in this study.

2.3 Experiment procedure

Our experiment was conducted with the two student groups answering the two research questions. The experiment procedure was as follows: A reading passage in English was presented to the two student groups. After reading the article, the students were asked to translate two paragraphs of the reading passage into Chinese before answering five multiple-choice reading-comprehension questions. Among these five comprehension questions, three were related directly to the translated paragraphs, whereas the other two were not. The researcher investigated these five comprehension questions separately, depending on the relevance to the translation practices. This enabled us to determine whether translation could help students choose the correct answers to the comprehension questions. Combined with the analysis of their translations, we could indicate any misunderstanding or misinterpretation during the reading process, leading to wrong answers to the comprehension questions. Table 1 presents a summary of the experiment procedure.

Group	Experiment Treatment	No. of students
English Major	Reading→Translation→Reading Comprehension Test	24/26 (T1/T2)
Non-English Major	Reading→Translation→Reading Comprehension Test	11 (T1/T2)

Table 1. Overview of groups of students and of the experiment

The process was repeated the following week to increase the validity and the reliability of the experiment.

2.4 Translation assessment criteria

We used professional translation assessment to grade the student translations. After reading, students were requested to translate two paragraphs of the original text into Chinese. Their translation was scored based on the principles of a 6/4 scale (6 grades for “accuracy” and 4 grades for “expression”) developed by Lai (2008), which has been applied in the national assessment criteria of translators and interpreters in Taiwan. Tables 2 and 3 provide the criteria used to assess the translation quality for accuracy and expression. For accuracy, a concept is coded as correct and

points are awarded when the translated text is semantically equivalent or identical, or synonymous to the original. For expression, the translated sentences must be “readable” and “understandable.” Points were awarded on a sentence-by-sentence basis. Scoring compares and contrasts student translation performance to their reading comprehension assessment conducted later. The two paragraphs translated in this experiment consisted of 10 sentences for a total score of 100.

Score	Criteria
6	Messages in translation almost match the original with no errors
5	Messages in translation almost match the original, but with one minor error
4	Messages in translation different from the original, with two (or above) minor errors
3	Messages in translation different from the original, with one major error and three (or above) minor errors
2	Messages in translation vary significantly from the original, with two major errors or only pile-up descriptions
1	Messages in translation totally different from the original or with a lot missing in translation

Table 2. Translation Accuracy

Score	Criteria
4	Translation is clear and understandable with appropriate usages, register, collation, and punctuation
3	Translation is generally clear and understandable, but with one or two errors in usage and expression, typos, or redundant word
2	Translation is barely understandable, but with syntactical errors and inappropriate usage and expression
1	Translation is ungrammatical and difficult to understand, with many omissions

Table 3. Translation Expression

3. Translation analysis and reading comprehension questions

The texts for translation and reading comprehension tests in this study were extracted from *Reading Fusion II* (Bennett 2010), a textbook series designed to help students improve their reading, vocabulary, listening, speaking, writing, and grammar skills. Each book contains various critical themes, including the environment, health, and technology. In these two experiments, we picked the topics of establishing love relationships and becoming young adults, which are expected to be more relevant to university students' personal lives. Conversely, they may stimulate more students' attention, and their relevance could help students gain background information.

For the text analysis, the study adopts professional translation assessment on a 6/4 scale with six grades for "accuracy" and four grades for "expression." During each experiment, the students are first asked to read an entire passage consisting of seven paragraphs for about approximately 15-20 mins, and then to translate two paragraphs, the first two of the passage, into Chinese. After the translation, five reading comprehension questions (Appendices A and B) are distributed to students, of which three are directly relevant to the two paragraphs that were translated, and the other two are related to the paragraphs they read but did not translate. For the three comprehension questions related to the two paragraphs they translated, two are inference-based and one is text-based. Thus, it is especially critical to determine how students of various backgrounds translated the two paragraphs and how they comprehended their translation, leading to a potential impact on their answering the reading comprehension questions. If we investigate and analyze students' translations, they may elucidate how they understand the paragraphs, and we can suggest teaching implications to enhance their reading comprehension. Therefore, the students' translation examples that correspond to the three comprehension questions they answer following the translation are particularly suited for discussion. For the convenience of analysis, the two paragraphs of the two passages in each experiment can be assessed in ten sentences. Students of different backgrounds are marked as English majors (EM) and non-English majors (NEM) in this study.

3.1 Test 1: Example 1

With respect to passage 1, we selected three sentences for discussion that contain the critical meaning of the passage, as well as those sentences

the students translated incorrectly or misinterpreted. If the students misunderstood these sentences, we presumed that their answers for the comprehension questions could be influenced. The first sentence was extracted from the first paragraph of the passage: *[s]cientific interest in romantic love has turned up fascinating discoveries about the physiology of love, including the mapping out of several processes of physical attraction*. The underlined sentence parts were misinterpreted for either accuracy or expression, as shown in the back translations (BT) provided.

(EM1) 科學研究上浪漫綺麗的愛已被發現轉換心靈層次上的，這包含了一些心靈層面的接觸。

(BT: *Scientific research on romantic love has been found to be turned into the psychological level, this including some mental contacts*)

(EM2) 大部分的科學家將自身對於浪漫愛情的興趣轉變成驚人的發現在心靈上。

那包含了[...]許多生理上吸引的過程。

(BT: *Most scientists turned their interests in romantic love into surprising discoveries in mental aspects. That includes a process of physical attraction*)

(NEM1) 科學家對愛情產生興趣，並對生理上的愛有更迷人的發現，包含在幾次生理刺激後所提供的信息。

(BT: *Scientists are interested in love and have surprising discoveries in physiological love, including messages provided by physical impulses*)

(NEM2) 科學對浪漫愛情的興趣，促使了愛情生理學上的驚人發現。包含它點出了[...]受到外表吸引的一些過程。

(BT: *Scientific interests in romantic love prompt surprising discoveries in the physiology of love. Including it grades out some processes of [...] being attracted by appearance*)

Two examples by the English majors and two by the non-English majors (see above) were selected for discussion. At first, it was easy to see that the English majors made mistakes when translating the first part of the sentence, whereas non-English majors had problems in translating the second part of the sentence. The two English majors' translations were similar to the students' misinterpretation. The lexical item *turned up* in the original confused them, leading to different interpretations. The two versions included the misinterpretation of *turned up* as *turned into*, which is an accuracy error. Furthermore, the second part of the translation in EMS1 was diverted from the original and did not make sense. Thus, this sentence only received 4 out of 10 points. Conversely, the second

translated version skipped a subject, which was marked as [...] in the back translation. This error led to reduced scores for accuracy and expression.

As for the two versions by the non-English majors, the first part of the sentence had no errors regarding translation accuracy and expression. However, all four students did not understand the meaning of the term *mapping out* in the second part of the sentence, causing translation errors in accuracy. In addition, in the second translation by non-English majors, the second part was broken with a period and the sentence was left unfinished. Therefore, two points were deducted for expression. The students tended to make translation errors mostly because of misunderstandings or term confusion. In other words, they had difficulty understanding unfamiliar terms, which could influence their answers if they encountered text-based reading comprehension questions. However, non-English majors may not be as good at expressing themselves in their first language. More cases are needed to prove this assumption.

3.2 Test 1: Example 2

The second sentence was selected from the second paragraph of the first passage, which was interpreted and understood differently among the students, especially the second part of the sentence. The sentence was: *[the] [p]articipants were asked how much they'd spend on a date, with the results linking in a higher amount to the red-dress photo.*

(EM1) 要男人做選擇比較想和哪一個去約會，結果大多數的人都選擇穿紅色洋裝的那一張。

(BT: *Men were asked to choose which one they want to date, and most of them chose the photo wearing the red dress*)

(NEM1) 受試者被問到他們需要花多少時間約會，結果大多數和紅洋裝照有關。

(BT: *Participants were asked how much time they need to date, and most of them are related to red dress*)

(NEM2) 參與者被詢問他們願意在約會花多少錢，結果是穿著紅色洋裝的照片有比較高的金額。

(BT: *Participants were asked how much money they are willing to spend on a date, it turned out that photo wearing a red dress has a higher amount*)

Contrary to the translation errors regarding accuracy in the previous case, in this case we selected examples where students could not express the original correctly, even if they understood the original meaning. Based

on the abovementioned translated versions, we determined that neither the English nor the non-English majors could express the original, and that their translations showed that men wanted to date *the photo in a red dress*, whereas it should have been *the woman in a red dress* that men preferred dating. However, if we compare their translation to the third reading comprehension question, which was inference-based, there were only few incorrect answers. Thus, it was safe to assume that the students understood the original but they paid more attention to rendering the original than to formulating an understandable utterance in L1, even though it was their first language. It could also be possible that insufficient ability regarding students' L1 can influence their learning of L2 because they are unable to express what they read correctly in L1. Therefore, it is crucial for L2 instructors to analyze students' translations in comparison to their reading comprehension questions to better understand how their background influences their L2 performance, rather than only training students to provide correct answers.

It is worth mentioning that some students tended to relate the phrase *how much they'd spend* to time rather than to money. Thus, their translation grades were reduced because of accuracy errors.

3.3 Test 1: Example 3

The last sentence in this passage was not tested in the comprehension questions following the translation. However, we were able to investigate the translations regarding how the students comprehended English at the sentential level. The original read: *[t]he findings correlate with other studies, as well as the prominence of color on holidays such as Valentine's Day.*

(EM1) 這項發現與其它的研究結果相呼應，包括了為什麼大家對於情人節的印象色是紅色。

(BT: *This finding corresponds to other research results, including the reason why the impression people have for Valentine's Day is red*)

(NEM1) 這項發現關聯到其他研究，以及節慶像是情人節引人注目的顏色。

(BT: *This finding is related to other research, and holidays such as the color attracting us on Valentine's Day*)

In this case, the students performed well on the first part of the sentence and correctly interpreted the term *correlate with*, which was a text-based reading comprehension question. However, it seems that they

had difficulty understanding the second part. Most shifted the use of *Valentine's Day* to the front of their translated sentences, mitigating the focus of the phrase *the prominence of the color*. Thus, two points were deducted from a total of ten points. Conversely, the non-English majors' versions did not make sense, particularly the second part of the sentence, and two points were deducted for translation expression. Non-English majors may have more difficulty expressing themselves in their first language than English majors, although their L2 proficiency was fair. L2 instructors of English majors can use this finding to direct students to further English structures at the sentential level, such as topical chains and theme-rheme structures to determine emphases in the original. Furthermore, L2 instructors of non-English majors can enhance their students' L1 reading and expression to improve their L2 learning.

3.4 Test 2: Example 1

The second passage concerned a group of people—"kidults"—whose minds were like those of children although they were adults. Among the translations by the English and the non-English majors, some students followed the original literally when they were unable to understand the meaning because they believed this was a safe translation method. However, this strategy mostly led to versions that were hard to understand. The following sentence can be used as an example: *[o]bservers grade to positive and negative ramifications of the trend, which is all about having fun and avoiding, at all costs, the "R" word: Responsibility.*

(EM1) 研究家指出，在這種玩樂和逃避趨勢之下，所衍生出來的正、反面衍生物，無論如何，只有一個“R”：責任。

(BT: *Researchers grade out that in the trend of having fun and avoiding giving positive and negative ramifications, no matter what it is, is "R": responsibility*)

(NEM1) 這潮流明顯有正面和反面的兩派說法，都是關於「找樂子」和「逃避」的區別，而這些全都是關乎到「責任」。

(BT: *This trend obvious has positive and negative viewpoints, all about "having fun" and "avoiding," and all this about "responsibility"*)

The above two versions closely followed the original, but did not present the original meaning clearly and did not make sense in Chinese. A translation such as this cannot obtain a high grade for expression, although students were accurate in providing meanings that corresponded to the original. Furthermore, when we investigated their performance on the

reading comprehension questions, we found that the students mostly provided incorrect answers to the inference-based questions about this sentence. Therefore, analyzing their translations can give L2 instructors ideas regarding why students cannot answer inference-based questions correctly.

3.5 Test 2: Example 2

For the following two examples, we selected two sentences to examine how students interpreted certain terms differently when they misunderstood the original. The first sentence read: *[c]onsumerism plays a key role in the trend, as kidults lack of financial obligations frees up money for electronic goods, cars, and clothes*. The following examples were selected for discussion:

(EM1) “大孩子”缺乏經濟上的責任，他們得到電子產品，車子和衣服都花不到自己的錢。

(BT: “Big kids” lacks in economic responsibility. They don’t have to spend their own money to have electronic products, cars, and clothes)

(EM2) 這些「小孩大人」沒有經濟基礎，卻有充裕的金錢可以購買電子產品，車子和衣服。

(BT: These “kidults” do not have the economic foundation, but have sufficient money to buy electronic products, cars, and clothes)

(NEM1) 當童心未泯的人缺乏了對財務上的責任，[...]隨意的使用金錢在電子產品，汽車，和衣服上，

(BT: (When people with a young heart lack in financial obligation, [...]) use money freely on electronic products, cars, and clothes)

(NEM2) 他們背負較少的財務責任，因此促使他們可任意購買電子產品、汽車以及服飾等，

(BT: They carry fewer financial obligations, so that they can buy electronic products, cars, and clothes as much as they like)

In this case, we examined how the students understood the lexical item *free up*. In the first two versions, the students comprehended the term differently, and they translated the item as *don’t have to spend their own money* and *have sufficient money*. Thus, two points were deducted for this term in these two versions. In contrast, the following two versions were closer to the original, but the two non-English majors were unable to represent how the kidults *freed up* their money, euphemizing, instead, the

extent. Thus, the students provided versions such as *use money freely* or *buy things as much as they like*. Therefore, in this case, the non-English majors lost 2 points for expression because they did not provide precise expressions that corresponded to the original.

3.6 Test 2: Example 3

The second sentence for discussion was the last in the passage and featured the lexical item *instead*. The original read: *[i]ndeed, there's a constant marketing stream encouraging people to think less and, instead, enjoy life to the brim*.

(EM1) 確實，鼓勵人們少思考是一直不變的潮流趨勢，但反而享受生活是很充實的。

(BT: *Indeed, to encourage people to think less is an unchanged trend, but contrarily enjoying life is fulfilling*)

(NEM1) 的確，固定的行銷趨勢鼓勵人思考少一點，而不是盡可能的享受生活。

(BT: *Indeed, a fixed marketing trend encourages people to think less, but not enjoy life as much as possible*)

In this case, although both the English and the non-English majors understood what the phrase *to the brim* meant and provided correct answers to the text-based reading comprehension question, their translations revealed that their understanding of the phrase was based on stereotypes. Because students in Taiwan learn *instead* as a transition with negative implications, the two versions translated the word as *contrarily* with a negative expression immediately following the term. By analyzing their translations, L2 instructors can determine potential problems in learning L2, as well as students' problematic habits in comprehending difficult vocabulary and terms.

4. Results and discussion

After each test, the researcher collected both student translations and their reading comprehension answers, and assigned scores. The results of the study are shown in Table 4 further below.

According to Table 4, translation helps students comprehend the original. Translating could, therefore, be efficient and useful assessment applied in the classroom to monitor student reading comprehension capability. Each of the four columns of the table presents student groups

(either English majors (EMs) or Non-English Majors (NEMs)) and the number of tests they took. For each column, **Positive** suggests that students submitted more correct answers to the three reading comprehension questions directly related to the paragraphs they translated. **Negative** represents that students gave more incorrect answers to questions corresponding to the paragraphs they translated (see Appendices C and D). With respect to English majors, more than 80% of students gave correct answers to reading comprehension questions related to their translation in Test 1, whereas more than 60% were correct in answering corresponding reading comprehension questions after translation in Test 2. Nearly 90% of the non-English majors obtained a full score in the three reading comprehension questions after translation in Test 1, and more than 50% of them indicated correct answers to the corresponding comprehension questions. The resulting answers to the first research question in this study indicated that both English and non-English majors could benefit from translation practice in their L2 reading comprehension. Student performance in reading comprehension also improved following the translation activity, according to the results. The use of translation before taking the reading comprehension tests urged students to read closely the paragraphs they translated while simultaneously attempting to understand every term and sentence to proceed with their translation. Instead of quickly browsing the text, commonly applied to reading comprehension tests, translation after detailed reading gave students the opportunity to further understand the original and submit more correct answers to the corresponding questions.

	Ems (26) in T1	Ems (24) in T2	NEMs (11) in T1	NEMs (11) in T2
Positive	86.4%	64.7%	88.9%	55.6%
Negative	13.6%	35.3%	11.1%	44.4%

Table 4. Overview of results

However, as translation led to enhanced performance in the reading comprehension test in Test 1, its benefit was reduced in Test 2 for both English and non-English majors, possibly because of the choice of reading passages. These two reading passages are the approximate level of TOEIC 550 (or IELTS 4) for L2 learners. Student performance in both translation and reading comprehension in Test 2 suggests that the reading passage in Test 2 is considerably more difficult for both groups of students, with an

average score in translation of 75 (English majors) and 78 (non-English majors), compared to 77 and 81 for Test 1. Therefore, the use of translation cannot guarantee full understanding of the original but good translation grades indicate high comprehension of the original, resulting in more answers that were correct. The drastically lower percentage could also imply that the translation benefit in difficult texts could be reduced, particularly for non-English majors. Additional studies are required to prove this hypothesis.

However, both English and non-English majors have a tendency to make mistakes in answering the questions. English majors tended to submit wrong answers to text-based questions, such as the meanings of certain words or sentences, whereas non-English majors tended to make mistakes on inference-based questions. English majors found it difficult to guess the exact word or sentence based on context, a difficulty that is evidenced in their translation whenever any inappropriate meaning in Chinese appeared. Five out of the eleven non-English majors could not provide a correct answer on a generalized idea of a paragraph, not because they had difficulty in understanding the whole paragraph but because they tried to interpret the paragraph in their own manner and answer the question based on their own understanding, not that of the author. Therefore, non-English majors had better reading comprehension, as reflected in their translation scores, compared to that of English majors.

When asked about their reflection on these two practices in the experiment, both English and non-English majors indicated they found it odd to simultaneously perform translation and the reading comprehension test. Few students believed that translation helped improve their reading comprehension and were reluctant to conduct the reading comprehension test after translation. They said they were “very tired” after each translation activity and that the reading comprehension tests were an “extra burden” to or even a “torture” for them. Their complaints are actually understandable because students are seldom required to perform these activities. However, the results suggest that translation practice improved their reading comprehension.

The use of professional translation assessment allows the researcher-instructor to judge student translations on accuracy and expression. Translation requires language competence in at least two languages, thus students must provide accurate and expressive translation in Chinese after a full understanding of an L2 reading passage. This assessment method indicates student performance in accuracy, understanding of the original, expression, and language competence in using their mother tongue to represent the original meaning. Professional translation assessment also

provides the opportunity to avoid simply focusing on word-by-word equivalence, similar to that applied by Chang (2006) and Ito (2004) in their studies, but to study how students can use their mother tongue to represent the original passages.

These experiment results highlight English and translation pedagogy and the potential effect that translating offers to L2 language learners. The results suggest that translation is helpful in reading comprehension tests because it requires students to understand more details in the paragraphs they are translating and to simultaneously apply their mother tongue. L2 instructors can take advantage of this study to design their curriculum for students with lower-reading comprehension competence. By incorporating translation into the language classroom, L2 instructors can detect and foresee which question(s) their students may make mistakes on based on their translation, which was an important indicator in this experiment. L2 instructors could design their own comprehension questions, depending on the reading comprehension questions students tend to fail. Based on the two student groups in this study, English majors are more vulnerable to questions concerning details of reading passages. Thus, L2 instructors could design similar comprehension questions to provide them with more practice and build their reading comprehension competence. Most non-English majors in this study failed questions regarding the main idea of reading passages. Hence, L2 instructors could omit questions concerning reading details and supplement them with more questions regarding general ideas of each paragraph. The assessment of translations can enhance the L2 instructor's awareness of students' reading competence regardless of whether students are English or non-English majors, and help instructors design curricula adapted to their students.

These study results could also be applied to translation pedagogy. Translation instructors could apply the same experiment at the beginning of the semester to a new group of students with various or similar backgrounds to contribute in understanding the students' initial reading comprehension competence. They could then provide students with translation practice and training corresponding to their L2 level. Translation instructors can further discuss student translation accuracy and expression to improve their linguistic competence based on their experiment. Translation instructors could even regularly conduct the experiment in the classroom to check if their students, whether they are English or non-English majors, improve in reading comprehension by means of analyzing translation accuracy and expression.

5. Conclusion

The study set out to investigate whether the use of translation could improve students' reading comprehension in a case study. Different from the commonly-applied traditional word-by-word grading in translation performance, this study adopted professional translation assessment to look at students' accuracy and expression in translation. It was found that translation did help students in reading comprehension, based on their performance on answering reading comprehension questions. In addition, translation somehow urged students—whether English majors or non-English majors—to read thoroughly so as to improve their understanding of the reading passages. The study offers pedagogical implications for both translation and EFL teachers for future curriculum design.

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Appendix A

It has been said that "love makes the world go round". That may be truer than we realize. Scientific interest in romantic love has turned up fascinating discoveries about the physiology of love, including the mapping out of several processes of physical attraction. The sweaty palms and quickened heartbeats of lovers have been linked to the production of specific hormones and neurotransmitters. Thus, when we talk about two people "having chemistry", it's not just a figure of speech.

Reading comprehension questions:

1. What is the main idea?
 - A. Well-known figures of speech often have a basis in scientific fact.
 - B. We've learned about the physiological processes involved with romantic love.
 - C. Hormones and neurotransmitters perform important neurological functions.
 - D. Chemistry can teach us about many things, but love remains a mystery.

Another popular saying is "beauty is in the eye of the beholder." Concepts of beauty certainly vary among cultures and individuals, but what fascinates scientists are the mental activities behind the eyes. One study at the University of Rochester focused on clothing color. Men were shown a photo of a woman wearing a red dress, as well as a photo of the same woman in a blue dress. Participants were asked how much they'd spend on a date, with results linking a higher amount to the red dress photo. The findings correlate with other studies, as well as the prominence of the color on holidays like Valentine's Day.

2. In the preceding paragraph, what does "correlate with" mean?
 - A. correct for
 - B. corrode from
 - C. cordon off
 - D. correspond to