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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

SOME INTERESTING AND PRACTICAL TASKS USING TRANSLATION AND INTERPRETING TO DEVELOP THE PRODUCTIVE SKILLS

SANCHEZ BURI KARLA TATIANA

MACHALA
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SUMMARY

For teachers it is very important to be constantly analyzing the different aspects of teaching English as a Foreign Language, the improvement of the four skills and the development of the stages of learning (Receptive Skills and Productive Skills).

For example productive skills involve speaking and writing to produce the language and show the students' knowledge, for that reason teachers have to follow the right steps and look for different tools to make successful students.

The purpose of this research was to present some interesting and practical tasks to make students successful in writing and speaking focusing in new tools such as translation and interpreting in order to develop the Productive Skills.

Key words: foreign language, productive skills, writing, speaking, translation, interpreting, tasks.

INTRODUCTION

English is one of the most important languages in the world; there is much information in English that needs to be exchanged for different purposes; teaching English as a Foreign Language can be a challenge, so in order to improve the four language skills, English Teachers' main priority becomes to get the appropriate tools to involve students with a foreign language. As it was mentioned before there are four skills to be developed, they are divided in two stages of learning Receptive Skills; Listening, Reading and Productive Skills; Writing and Speaking, each one of these skills are important because they are used for the same purpose, a new Language Learning.

To analyze them better it is necessary to know what each one of them shows different stages of language acquisition, For example the first one, receptive skills give the student the opportunity to learn in a passive way, receiving information, increasing their vocabulary and the second one productive skills provide the student the chance to show what they have learn in an active way, it means teachers cannot focus just in one stage because both stages are essential to have successful results.

For foreign language teachers it is very important to be sure that students understand them, clearly and demonstrate their knowledge, for that reason teachers consider that the best way to prove it, is having a productive classroom environment, however in most of the cases students take it as easy and do not give the importance that it deserves, and sometimes teachers do not choose the right tools to encourage students to produce, in consideration to it, this research pretends to analyze how can teachers develop the productive skills, presenting some interesting and practical tasks using translation or interpreting as powerful tools.

DEVELOPMENT

Productive Skills

It is also known as Active Skills, Output Stage or Productive Performances, the skills developed in this stage are speaking and writing in other words these two skills gives to the teachers the opportunity to prove what students have learned successfully a foreign language, for Rodrigues (2000) "The speaker or the writer produces the utterances in order to communicate his intention which forms the message" (p.32). It means that students use part of language acquired to achieve a communicative purpose showing their knowledge.

Writing

It is one of the most important skills used to share information around the world and it is also one of the most difficult skills to be developed in classroom because involves different areas such as grammar, spelling, vocabulary, punctuation, linking, etc. However it is considered by many teachers as a waste of time skill inside the classroom that is because it takes to the students lots of minutes to produce a short paragraph even to describe a simple daily routine, for that reason teachers prefer to relegate this skill for homework, but the truth is if they bring the task from home there is a big possibility that it was just a copy and paste matter.

Broughton (2003) suggests that "A great deal of the writing that occurs in the foreign language classroom is not primarily concerned so much with developing writing skills as reinforcing the teaching of particular structures". In other words, writing is an important ability that needs to be improved in classroom and teachers have to guide and control the tasks becoming writing as a habit in students.

Speaking

Hornby (2005) defines Speak as "the act of talking to or having a conversation with somebody". For that reason it is considered as a vital skill to communicate efficiently in any language. Speaking also involves areas such as vocabulary, grammar,

pronunciation, fluency, and finally body language this last one keeps the listener´s interest.

It is also one of the most used skills inside the classroom, for Ur (1991), "Many 'speaking' activities, for example, have learners listening to the teacher more than talking themselves." (p.21). for that reason many teachers think this is the only skill which can be tested in real time what students have learned, using responsive tasks such as questions and answers or imitative tasks as repetition, but speaking goes further than those tasks, and becomes in a real problem for some students who are shy or feel worried about making mistakes, it means than teachers first should work hard to get students self-confidence and then take risk using intensive and extensive tasks to have successful results.

Translation and Interpreting

Differences between Translation and Interpreting

Translation is the oldest tool to connect with foreign language, as Owen (2002) says "Translation was a principal resource used in the 1950s and 1960s" (p.3). So, it was a very important tool in order to share information. Moreover interpreting was named as a secondary tool to communicate from the mother tongue to English.

When people heard about translating and interpreting they get confused and think they are talking about the same thing, to change something from one language to another, but the truth is these are two very different activities, In fact, it is important to mention that in most of the cases, these two activities cannot be performed successfully by the same people because different areas such as, training, aptitude and even language knowledge are involved, in effect, translators work with writing tasks, and interpreters work with speaking tasks, making translation tasks slower than interpretation tasks.

Similarities between Translation and Interpreting

When we talk about translation and interpreting, we also talk about two closely related linguistic disciplines, which require extended knowledge of language, experience, aptitude and self-confidence to keep the original sense of the main context. Translation

focus on Writing and Interpreting focus on Speaking and these two skills belong to the productive skills. Another coincidence is that both translators and interpreters serve as a bridge between two different cultures and languages.

Translation

Translation focuses on written text, according to Owen (2002) "The use of translation, as a moment's reflection will confirm, has been a fundamental art of language teaching since the very beginning. Indeed, it must be the oldest language-teaching tool of all."(p.2) so translation is usually based on getting texts to change them from one language into another language, Moreover, Loescher (1991) defines translation as "a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it." (p.8). It means that translation should be used as a powerful tool to encourage students to learn a foreign language.

Teachers also need to encourage students to think in English and translation can be useful in classroom, but not as the traditional way, because the main disadvantage was translating from English to the mother tongue; teachers should use translation in an inverted way, it means to use it as a tool establishing different tasks that includes translation from their mother tongue to the foreign language. And most of the teachers consider that translation can be used outside the classroom as homework because it takes a lot of time to be developed in class. For that reason students use different online tools such as Google translator to copy and paste the task. In addition, translation goes further than using Google translator because translation is about using different techniques procedures or strategies in order to check every single word, or sentence, to give the same sense of the main text.

Translation Tasks to develop Productive Skills

According to Duff (1989) "translation happens everywhere, all the time, so why not in the classroom?" (p.6) it means that Teachers can use translation as a powerful tool to develop the Productive Skills inside the classroom, because as Duff (1989) says "translation is a natural and necessary activity"… "Many of the fashionable activities are invented for language learners." (p.6–7). but it is important to take in count some interesting points before to use this tool for example: a correct classroom management

in order to monitor the activity providing help and encouraging the students if it is necessary, a right management of time according to the task, the correct choose of topics which will involve class members interest and level, the use of all types of translation to keep the same sense than the original

Translation Starters task

The task consists in work individually, teachers offer to the student local magazines or newspapers in students mother tongue, then they look and identify headlines in order to translate them into a foreign language. Give the students no more than 5 minutes to finish the task.

Variation: teachers can also use any short sentence in order to translate into English.

Guided written translation task

In this task teachers provide a text in their mother tongue about any interesting topic, it could be a biography, or a quote, depending of students´ interest, students translate into a foreign language; this task can be developed individually, in pairs or by groups according to the text and teachers can give the minutes they consider necessary.

Variation: teacher can also provide according to the students' level different texts such as editorials, short stories, jokes, comics, recipes, menus, etc.

Word search/Crossword Puzzle translation task

This task consists in preparing a list of words in students' mother tongue and writes it on the board, and then teachers give to each student a word search or a crossword puzzle with the same words but in English. Teachers let students find the words. For this task teachers can give the minutes they consider necessary according to the number of words provided.

Translation task

In this task teachers provide to the students interesting and famous quotations in students' mother tongue on a piece of paper, then teachers give the students enough time to read them, and translate them into the foreign language, this task can be developed individually, in pairs or by groups and teachers give the minutes consider necessary to finish the task.

Comparing Translations task

For this task teachers divide the class in pairs; Students A and Students B are given a short text in their mother tongue to translate into foreign language, then students give their translations to their partners in other to compare. Finally teacher shows the original translated version to check. In this task teachers give the minutes they consider necessary to finish the task.

Translating Songs task

This task consists in teachers offer to the students' lyrics of different famous songs from English to translate into their mother tongue, and then teachers can develop as two or more classes' project, giving students the opportunity to play the track and sing the translated song.

Variation: students can also translate songs from their mother tongue into English; it means is up to the teachers' instructions, they can do it as they prefer.

Telephone translation task

For this task teachers gives a piece of paper in blank to the whole class, then teachers choose a simple sentence in English and write it on his piece of paper to the first student, that student translates the sentence in Spanish and writes it in his piece of paper to the next student, and continues until the last student, this one gives his piece of paper to the teacher to check it with the first sentence.

Funny Names task

In this task teachers select a list of famous names one per student, for example George Bush, Johnny Walker, Louis Armstrong, Green Day, The Doors, Stuart Little, Nicholas Cage, Johnny Cash, James Bond, Sting, Seven Up, Playboy, Bee Gees, etc. then read the list of names to the students in their mother tongue, it means George Arbusto, Johnny Caminante, Luis Brazofuerte, Verde Día etc., students will hear these names and they must write the names right. This task must be develop in no more than 5 minutes

Variation: students can also translate popular last names into English such as: Montenegro, Correa, Torres, Delgado, etc.

Interpreting

Interpreting focuses on spoken language and interpreters do it orally from one language into another language almost instantaneously. Most of the teachers think interpreting is about listen an activity and say what it was about, or consist in just listen and answer the teacher question, but is more than that, interpreters listen to the speaker and translate consecutively or simultaneously. Hatim. (2005) says "as the nature of the task varies, text utilization strategies seem to vary and different ones are resorted to." (p.45). For that reason is one of the most difficult tools to be developed in classroom because it requires to the students have a lot of language knowledge, a mastering of listening and speaking skills in the two languages being used, a good memory training, self-confident and also a clear understanding of the modes of interpreting (consecutive and simultaneous), the areas of interpreting (diplomatic, legal, conflict zone, conference) the interpreters qualifications (cultural awareness, concentration, note-taking skills).

It is important to mention again that teachers need to encourage the students to think in English according to Auerbach. (1993) "relations of power and their affective consequences are integral to language acquisition" (p.5). So if they are going to interpret any activity teachers should focus on students' favorite topics to feel motivated in order to develop the task.

Interpreting Tasks to develop Productive Skills

Teachers can use interpreting as a powerful tool to develop the Productive Skills in classroom, but it is important to take in count some interesting points to have a positive development of the tasks.

Gower. (1995) suggested that, "It is often better to divide the class into groups so that a number of parallel discussions can take place. In this way more students get a chance to speak" (p.109). For that it is important that teachers have a clear classroom management in order to have successful student participation in tasks.

Activity Dubbing

It consists in showing students a clip of a popular TV show in their mother tongue and tells them they have been designated to dub it into English. It is important to divide the class in teams to work better. Students can work on interpreting with TV sound off.

Activity Dubbing2

This task consists in choosing a clip from local news or an advertisement or an interview in students' mother tongue, use consecutive interpreting in order to do the task right. Teachers play the clip, students listen then teachers stop the clip for students' interpretation.

Shadow and Doubt task

Have students review a communicative activity in their mother tongue before attempting it in English and then afterwards compare. This can be a very effective way of challenging advanced learners, as it helps to raise specific awareness of the difference between their ability to express themselves in English and in the mother tongue (doubt).

Interpreting Songs task

In this task teachers ask to the students' to choose their favorite song in English to interpreting in their mother tongue, teachers can develop as a speaking lesson or a class' project, giving to students the opportunity to play the track stop it and interpreting the song.

Variation: students can also interpreting songs from their mother tongue into English; it means is up to the teachers' instructions, they can do it as they prefer.

Interpreting task

This task can be adapted to any oral work situation. Students work in groups of four: two students speak only in English: one is the interviewer, and the other student is the famous, the others two speak in students' mother tongue.

Telephone interpreting task

In this task teachers can work with the whole class bringing a simple sentence in English and whisper to the first student, that student change the sentence in Spanish and whispers to the next student, and continues until the last student, this one tells to the teacher to check the first sentence.

Audio interpreting task

For this task teacher plays an audio track about any situation in students' mother tongue, then students listen it and explain with their own words what it was about in English. Give the students no more than 5 minutes to finish the task.

Variation: teachers can also use this task in English in order to students explain it using their own words in their mother tongue.

CONCLUSION

Translation and interpretation was a relegated activity for teachers and students because both have different points of view, but these two tools are very important in order to improve the Productive Skills inside the classroom for example according to this research: Translation goes further than copy a text and paste it into Google translator, or take the text and change into another language for homework, and Interpreting goes further than have an idea of what it the speaker talking about or answer teachers' questions.

These two tools should be reconsidered to be reinserted as powerful tools to be practice inside the classroom in order to push the students to show their level of knowledge using the tasks mentioned before, because teachers should reach their goals in a successful way motivating and guiding their students taking in count their interest it is not the same translate a famous pop singer's biography than translate the seventh President of United States' biography.

Good Teachers can also encourage extra tasks in order to innovate and develop Productive Skills focusing on Translation and Interpreting tools.

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ANEXOS CITAS

Auerbach, E. (1993). Reexamining English only in the ESL classroom. TESOL Quarterly.

Reexamining English Only in the ESL Classroom

ELSA ROBERTS AUERBACH
University of Massachusetts at Boston

Despite widespread opposition to the English Only movement, support for bilingual education, and advocacy for language rights, many U.S. ESL educators continue to uphold the notion that English is the only acceptable medium of communication within the confines of the ESL classroom. Although the exclusive use of English in teaching ESL has come to be seen as a natural and commonsense practice which can be justified on pedagogical grounds, this article argues that it is rooted in a particular ideological perspective, rests on unexamined assumptions, and serves to reinforce inequities in the broader social order. Evidence from research and practice is presented which suggests that the rationale used to justify English only in the classroom is neither conclusive nor pedagogically sound. Further, the article details a growing body of evidence indicating that L1 and/or bilingual options are not only effective but necessary for adult ESL students with limited L1 literacy or schooling and that use of students' linguistic resources can be beneficial at all levels of ESL. Accounts from a number of projects, including two with which the author has been involved, document a range of uses for the native language in both initial literacy and ESL instruction for adults. Finally, because the issue of language choice is so intimately linked with issues of power, the article calls for reconceptualizing the notion of expertise to legitimate the knowledge and experience of nontraditional experts from the communities of the learners.

> To me the whole Rodney King case and the rioting proved that there is no American dream of opportunity for people of color said Jesus Vargas, 17, a high school dropout enrolled in a job training program in East Los Angeles.
>
> We are treated like garbage. I kept getting suspended because when I spoke Spanish with my homeboys the teachers thought I was disrespecting them. They kept telling me to speak in English because I was in America. I wasn't going to take that... So I left and never went back. Some of those teachers don't want us. That hurts that really hurts. (Ribadeneira, 1992, p. 7)

As a field, we face an unwitting yet pervasive schizophrenia On the one hand we like to see ourselves above or beyond the kind of practices described by Vargas in the epigraph, taken from the Boston globe. Although some ESL educators support and have organizational ties to the English Only movement, many others advocate language rights and bilingual education, decry linguistic repression, and oppose the political agenda of U. S. English (see, e.g., Judd, 1987). The TESOL organization itself has passed a language rights resolution (TESOL, 1987) supporting "measures which protect the right of all individuals to preserve and foster their linguistic and cultural origins [and opposing] all measures declaring English the official language of the United States of America " More recently, it has issued a statement opposing discrimination in hiring based on language of origin (TESOL, 1992).

Further evidence suggests that strong initial literacy is a key factor in successful second language acquisition and academic success (Cummins, 1981). Whereas research indicates that immersion program can be effective in the development of language and literacy for learners from dominant language groups, whose L1 is valued and supported both at home and in the broader society, bilingual instruction seems to be more effective for language minority students, whose language has less social status (Tucker, 1980). This finding clearly indicates that relations of power and their affective consequences are integral to language acquisition. Acquiring a second language is to some extent contingent on the societally determined value attributed to the L1, which can be either reinforced or challenged inside the classroom. As Phillipson (1992) says, "The ethos of monolingualism implies the rejection of the experiences of other languages, meaning the exclusion of the child's most intense existential experience" (p. 189). Prohibiting the native language within the context of ESL instruction may impede language acquisition precisely because it mirrors disempowering relations.

Broughton, Geoffrey., Brumfit, Christopher., Flavell, Roger., Hill, Peter., Pincas, Anita. (2003). Teaching English as a Foreign Language. London: Rutledge.
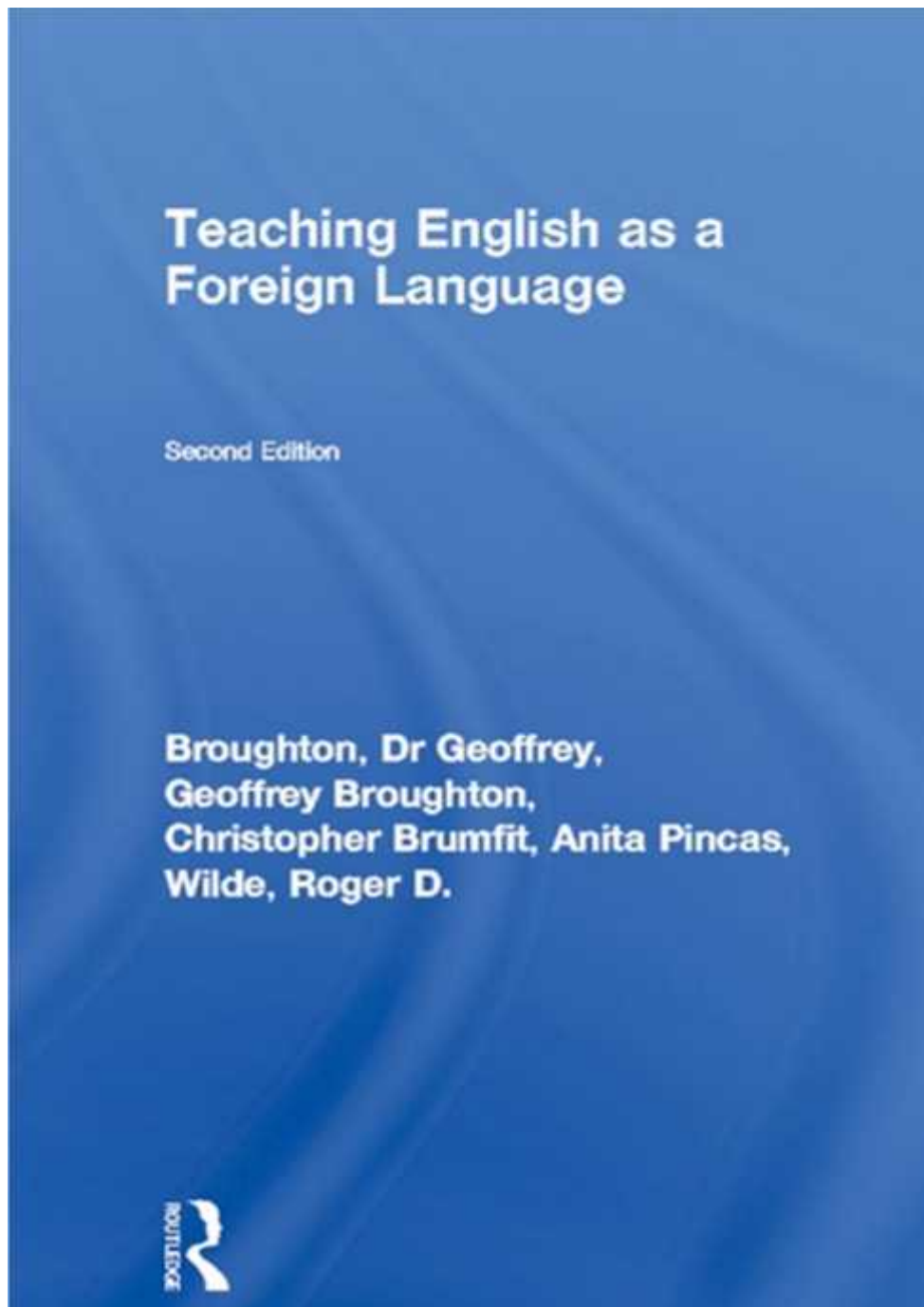
A great deal of the writing that occurs in the foreign language classroom is not primarily concerned so much with developing **writing skills** as with reinforcing the
teaching of particular structures. This very often consists of copying down ...

Duff, A. (1989). Translation. Oxford: Oxford University Press.
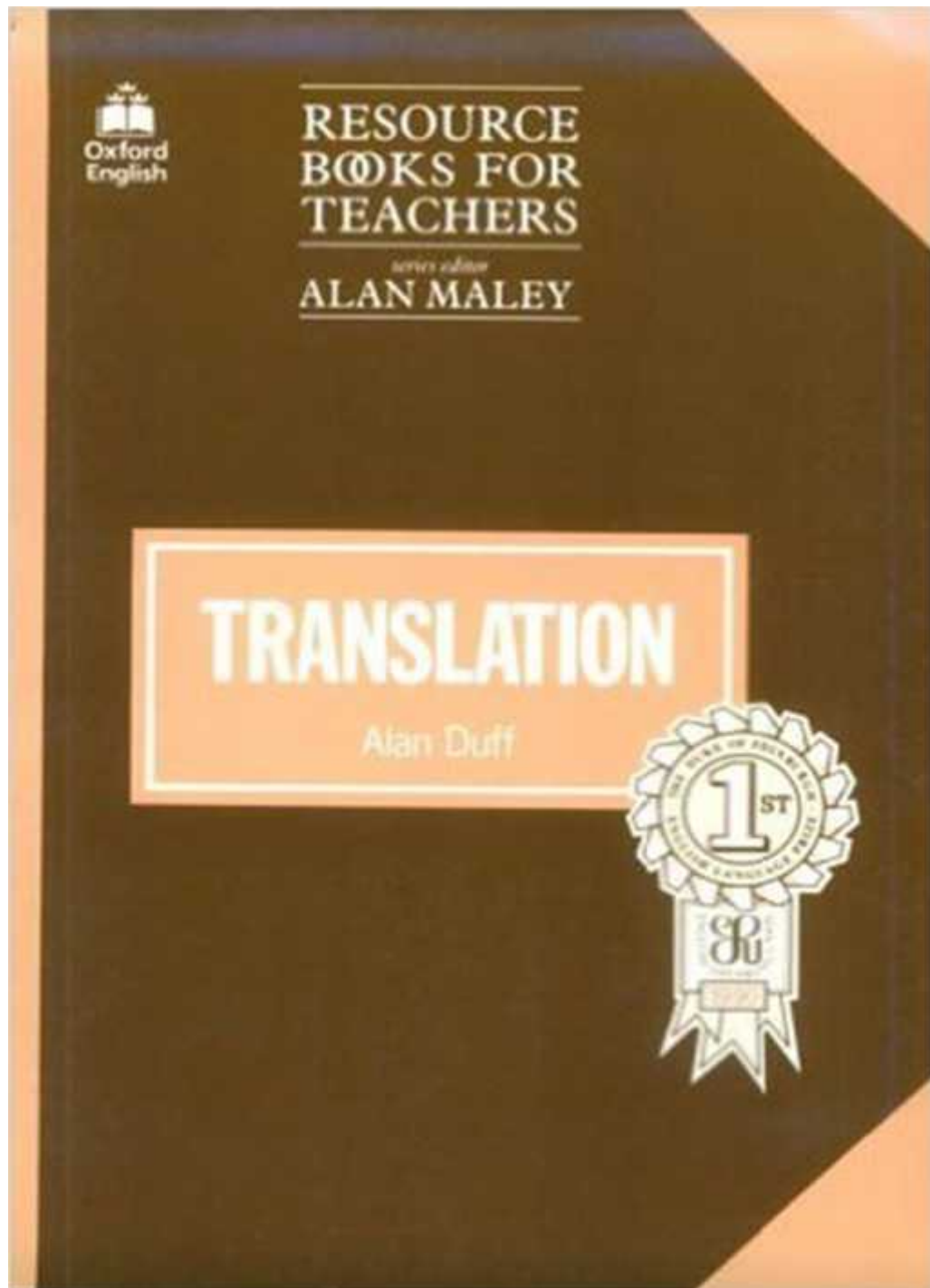
than many of the fashionable activities invented for language learners. Outside the classroom – in offices, banks, factories, shops and airports – translation is going on all the time. Why not inside the classroom?

Duff, A. (1989). Translation. Oxford: Oxford University Press.
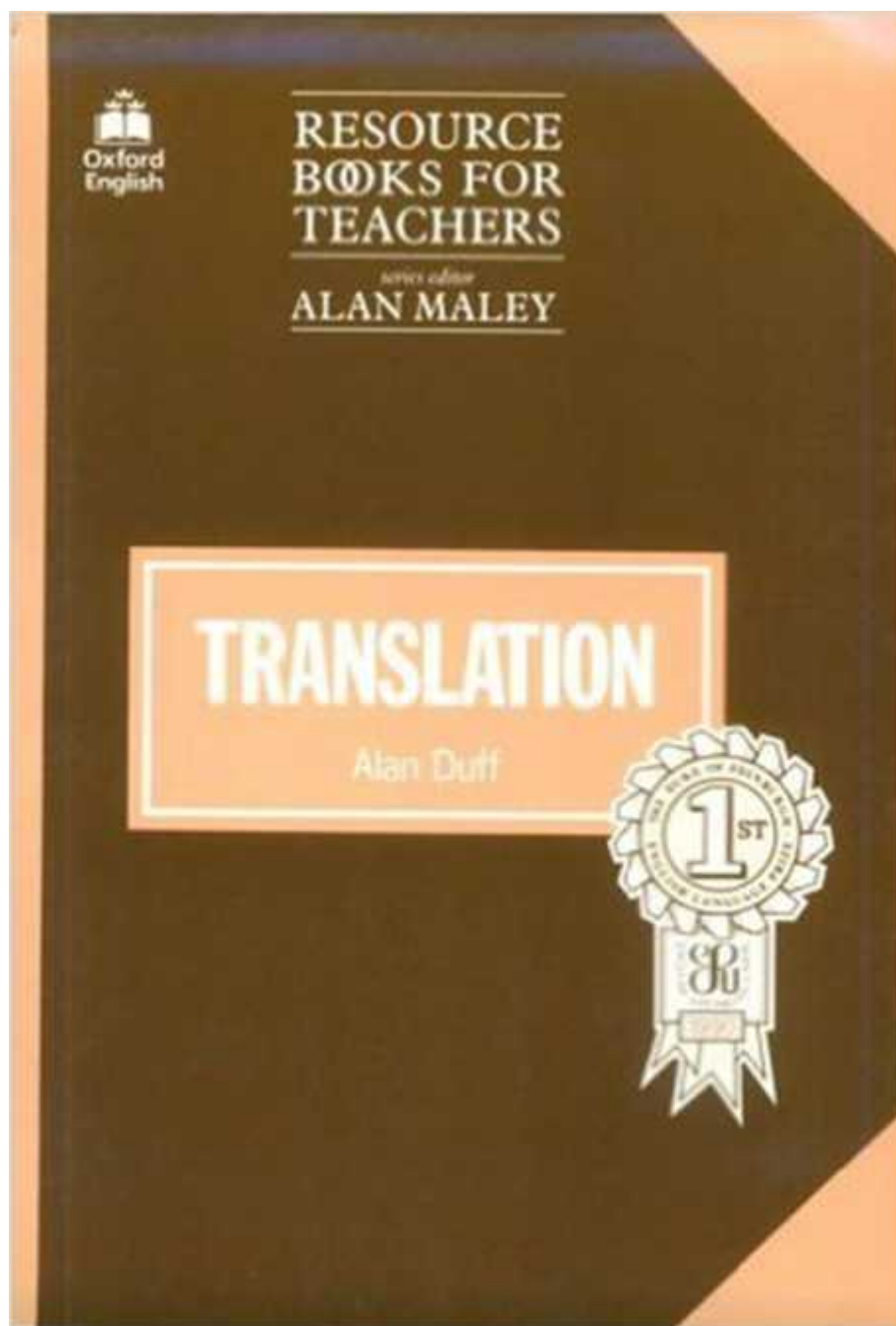
We all have a mother tongue, or first language. This shapes our way of thinking and to some extent our use of the foreign language (pronunciation, choice of words, tone, word order, etc). Translation helps us to understand better the influence of the one language on the other, and to correct errors of habit that creep in unnoticed (such as the misuse of particular words or structures).

[...]Translation is a natural and necessary activity. More so, indeed, than many of the fashionable activities invented for language learners. Outside the classroom – in offices, banks, factories, shops and airports – translation is going on

Gower, R., Phillips, D., & Walters, S. (1995). Teaching Practice Handbook. UK: Macmillan Heinemann.
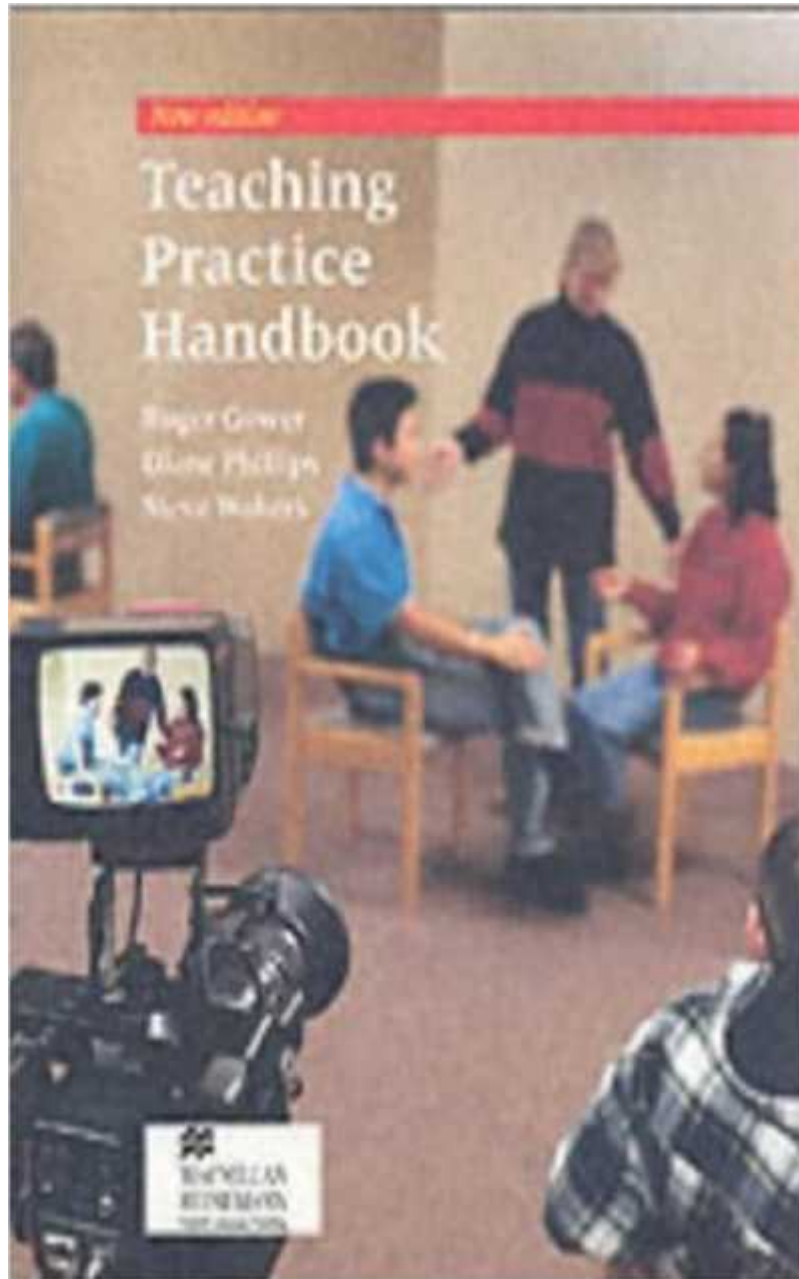
It is often better to divide the class into groups so that a number of parallel discussions can take place. In this way more students get a chance to speak

Hatim, Basil., Mason, Ian. (2005). The Translator as Communicator. Routledge.

The Translator as Communicator

Basil Hatim and Ian Mason
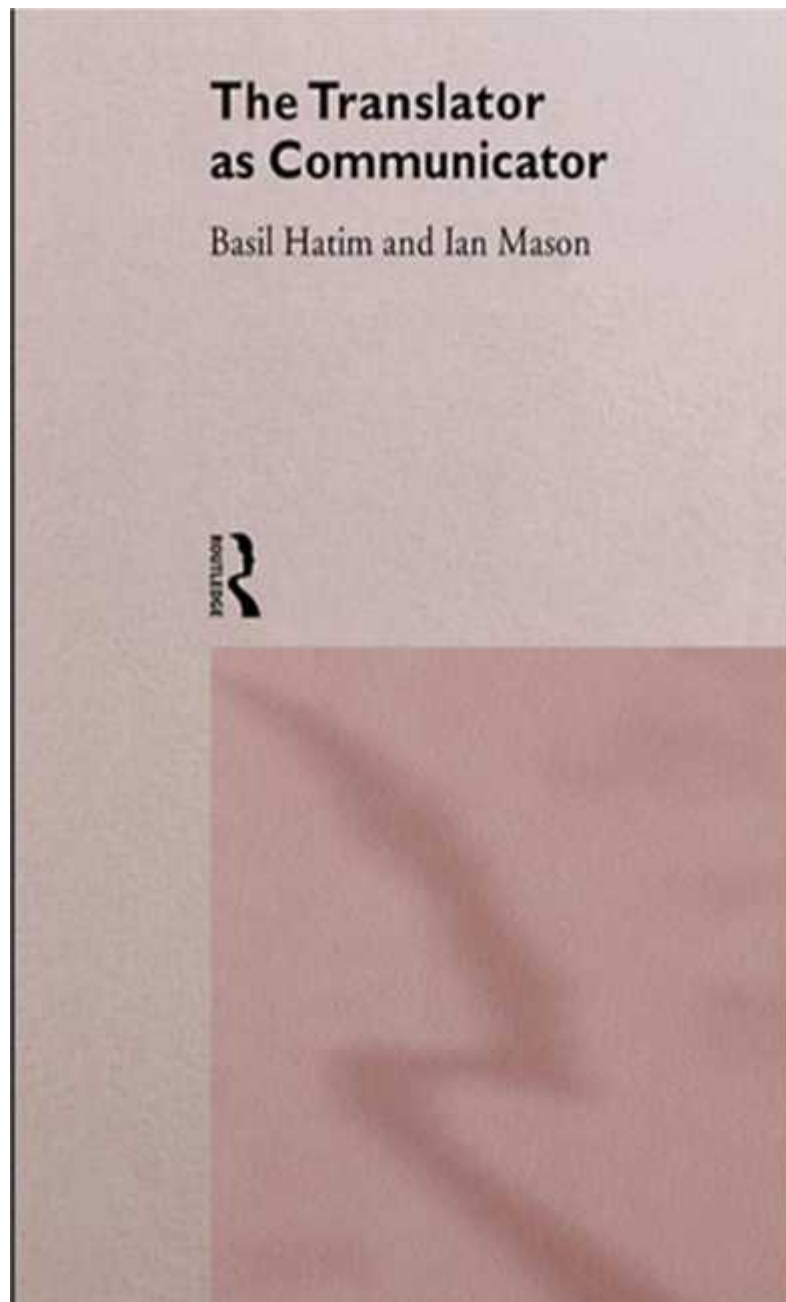
text use. In interpreting, for example, as the nature of the task varies, text utilization strategies seem to vary and different ones are resorted to. Take for instance the case of **consecutive interpreting**. Here, given ideal conditions of

performance, ...

Hornby, A.S. (2005) Oxford Advanced Learner's Dictionary. China: Oxford University Press.
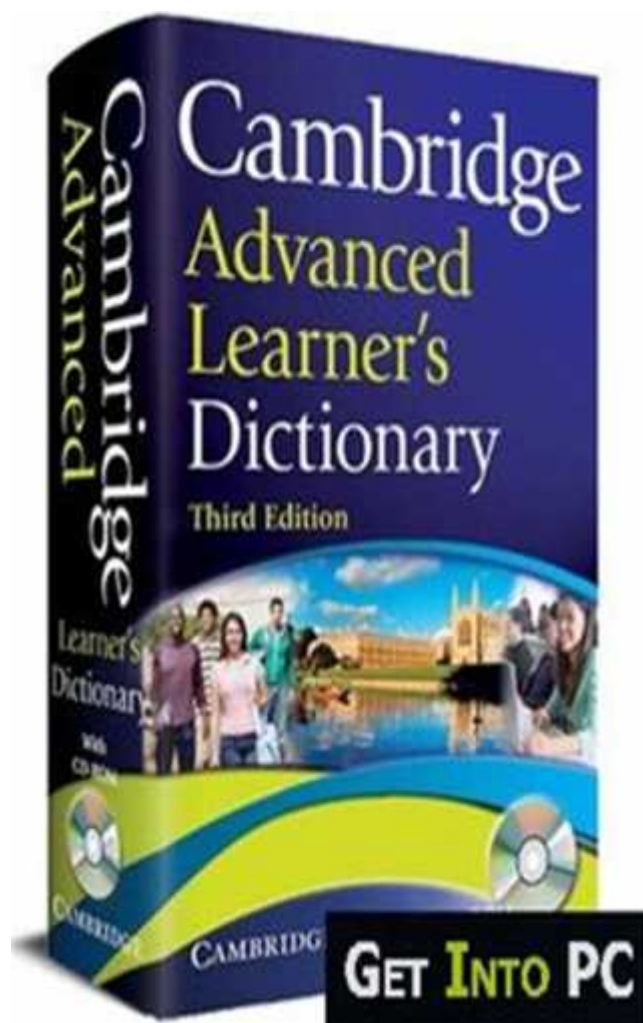
Loescher, W. (1991). Translation Performance, Translation Process and Translation Strategies. Tuebingen: Guten Narr.

Wolfgang Lörscher

**Translation Performance,
Translation Process,
and Translation Strategies**

A Psycholinguistic Investigation

P
506
.L67
1991

Gunter Narr Verlag Tübingen

a translation strategy is a potentially conscious procedure for solving a problem faced in translating a text, or any segment of it"

Owen, D. (2002). Where's the Treason in Translation? Available at
http://www.hltmag.co.uk/jan03/martjan031.rtf

WHERE'S THE TREASON IN TRANSLATION?   SECONDARY AND ADULT

David Owen, Barcelona, Catalunya, Spain

1. Introduction
2. Why did EFL give up on Translation?
3. For and Against Using Translation

1. INTRODUCTION

"Learning to talk is learning to translate" (Octavio Paz).

Many of us will have heard the old Italian expression "*Traduttore traditore*" (translator traitor). There are those who take this to mean that translators somehow betray the original they work from because their new version fails to adequately capture the myriad complexities of the source text, or because it interprets rather than 'carries over' the original, or even (as, for example, with fundamentalist criticism of much religious translation) because it perfidiously attempts to render *the Truth* into the unexalted tongues of the faithless. Or perhaps, as another interpretation would have it, looking beyond the written and spoken word into the cultural consequences of these things, translators are deemed treacherous because they reveal to outsiders the hitherto impenetrable world of a given culture. And though they may build the bridges of communication, they do so only by dismantling the very walls constructed to separate *Us* from *Them*.

So much for what this treason may mean in the wider world. In our own world of language learning and teaching, however, I would say that some notion of "treason" is also attached to the idea of translation, or more precisely, to the *use* of translation in class. For although it is true that recent years have brought about a largely positive reassessment of translation in EFL, one senses that - along with issues such as the validity of the non-native teacher - this reassessment has taken place far more within the realms of academic research and discussion than in the corridors and classrooms of our language schools. Why, for example, do so many teachers still feel ill at ease with translation? Why is there still that lingering sense of having done *something wrong* when, as teachers, we make use of translation in our classes? Do we really short-change

2. WHY DID EFL GIVE UP ON TRANSLATION?

The use of translation, as a moment's reflection will confirm, has been a fundamental part of language teaching since the very beginning.[iii] Indeed, it must be the oldest language-teaching tool of all. What concerns me, however, is the fall from grace that translation, as such a language-teaching tool, underwent from the 1950s onwards. And it concerns me because, on the one hand this has almost certainly affected the

Owen, D. (2002). Where's the Treason in Translation? Available at
http://www.hltmag.co.uk/jan03/martjan031.rtf

WHERE'S THE TREASON IN TRANSLATION?   SECONDARY AND ADULT

David Owen, Barcelona, Catalunya, Spain

1. Introduction
2. Why did EFL give up on Translation?
3. For and Against Using Translation

1. INTRODUCTION

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- Translation was a principal resource used in the 1950s and 1960s as part of language-teaching programmes based on contrastive analysis/CA (an application of structural linguistics to the teaching of languages), related to conduct-based views of language acquisition. When the latter fell into academic disrepute, particularly through Noam Chomsky's "Review of 'Verbal Behaviour' by B.F. Skinner" (1959),[iv] CA and translation, as key elements in this approach, were also negatively affected; both were then substantially abandoned by the EFL teaching world.

Rodrigues, M.V. (2000). Perspective of Communication and Communicative Competences. New Delhi: Concept Publishing Company.

Productive Performance

In productive performance, the speaker or the writer produces the utterances in order to communicate his intention which forms the message. In speaking the speaker produces the spoken utterances, and in writing, the writer produces the graphic representation of the message. Sometimes, he makes a gesture or some sign which conventionally expresses his message. This is non-verbal performance. Thus the speaker produces utterances for communicating his message. In communicating his

Ur, P. (1991). A Course in Language Teaching: Practice & Theory. Cambridge: Cambridge University Press.
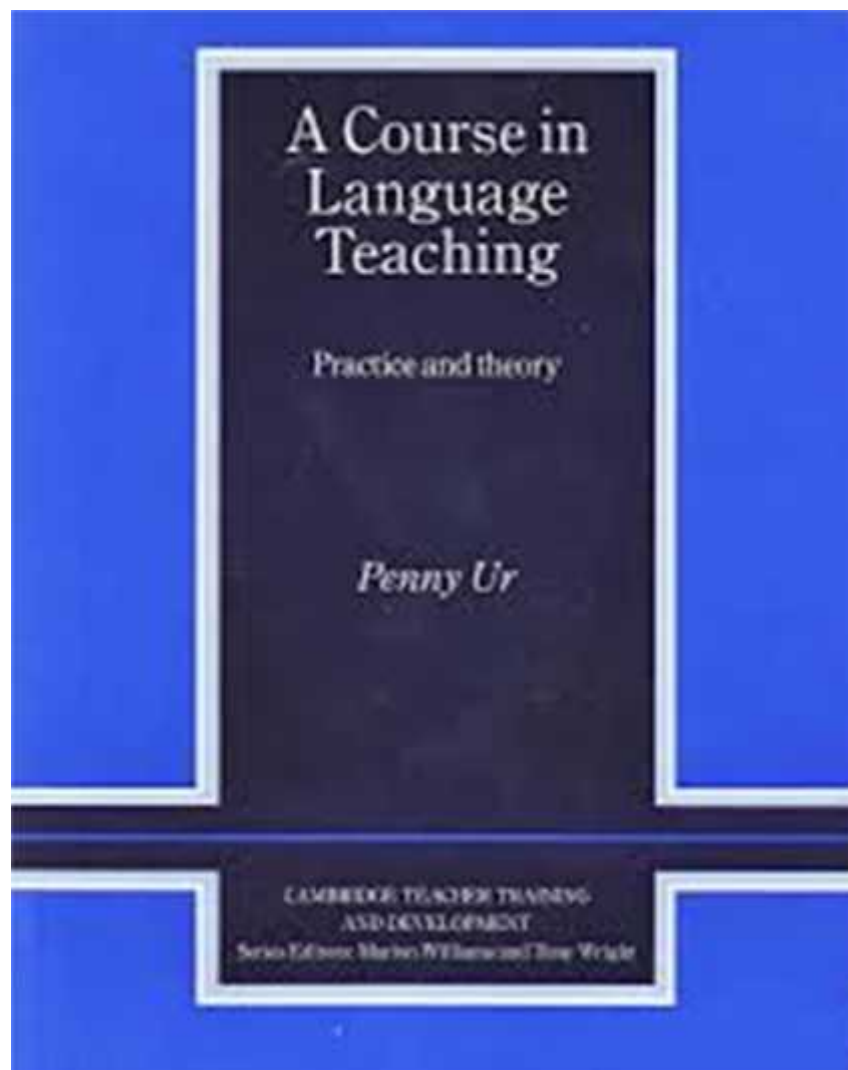
Characteristics of effective language practice

Validity
The activity should activate learners primarily in the skill or material it purports to practise. This is an obvious principle that is surprisingly often violated. Many 'speaking' activities, for example, have learners listening to the teacher more than talking themselves.

Note that 'validity' does not necessarily imply that the language should be used for some kind of replication of real-life communication. Pronunciation