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Prohlašuji, že jsem diplomovou práci vypracovala samostatně  
s použitím uvedené literatury a zdrojů informací.

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Podpis

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## **ABSTRACT**

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This thesis deals with the problem of use of translation in the language classroom. It explains its advantages and disadvantages and shows some critiques. It also highlights the importance of the teacher's role in the whole process. The aim of the thesis was to find the real use of translation in selected Czech lower-secondary and secondary school, how are they used and with what purpose. It also suggests a possible way of integrating it into lessons through the Pedagogical Translation Framework (Leonardi, 2010) which is tried in the research part of the thesis. It also discusses whether there are any challenges while using translation and the framework in the classroom. The theoretical part summarizes the needed background for the research part of the thesis. The research methods selected were quantitative and qualitative; two questionnaires for students, practical set of activities, and interviews with teachers. The research showed that translation is used in the classroom albeit not always effectively. It also showed that inclusion of translation is much easier than may seem and that students appreciate the creativity it can bring into the lesson. Last but not least, the importance of teachers and their views is also highlighted.

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**LIST OF ABBREVIATIONS**

CEFR	Common European Framework of Reference for Languages
EFL	English as a foreign language
ELT	English language teaching
FEP	Framework Educational Programme
GTM	Grammar-Translation method
L1	Native language
L2	Foreign language
PTF	Pedagogical translation framework
SL	Source language
SLA	Second language acquisition
ST	Source text
TL	Target language
TT	Target text

## I. INTRODUCTION

Translation is everywhere around us, even if we are not aware of it. Not only are we surrounded by translated texts, but also it is a subconscious process that does in their mind. Yet, when hearing the word translation, most people think of just rewriting of a text from one language or another or saying the sentences out-loud. People seem to think that learning vocabulary and grammar is all you will ever need. But they are unaware of the fact that translation is much more than it appears. Without it, we wouldn't be able to do simple tasks such as reading a translated book or doing the laundry since we wouldn't understand what the signs on the clothes mean. Simply put, translation is very important for our day-to-day lives, but the question is how to translate that into the language classroom. As a future teacher with interest in translation, I decided to choose this topic not only to find out the current situation but to educate myself more on it and find a way how I can include translation in my lessons. The aim of this thesis is to explore how translation activities are used in English classrooms and to find possible ways for how teachers can include them in their lessons.

The theoretical part of this thesis summarizes basic information about translation, some translation methods and criticism. It presents translation as the possible fifth skill and shows the advantages of using it in the classrooms and the teacher's role in the process. It also proposes a possible way of integrating translation into lessons and how it is supposed to be evaluated. The next chapter focuses on the methodology used for the research, the research questions and other important information. After comes the chapter that analyses the findings and comments on them. Then a chapter with pedagogical implications is presented along with limitations of the current research and suggestion for further research. At the end of the thesis, there is the conclusion part which summarizes key ideas from the theoretical part and the findings of the research.

## II. THEORETICAL BACKGROUND

This chapter will briefly introduce the theory of translation, including a few selected translation methods. Then it will focus on the issue of translation as the fifth skill, along with reading, speaking, listening and writing. And lastly, it will focus on translation in the language classroom to better understand the advantages and disadvantages of using translation in the classroom, the teacher's role during the whole process and how we as teachers can approach it. This theory will help us understand how translation could be used in a language classroom and give us an idea of what activities should be used during the research part of this thesis.

### Translation

Due to the nature of translation, it isn't easy to sum up what it is in one easy definition. One can say that translation is transferring one language into another; however, this statement limits the broad nature of this process and doesn't include the multiple translation activities that exist.

We can define translation by distinguishing the three types there are and explain the single process and not as a whole. Jakobson (1959) uses the three-part definition where he explains intralingual, interlingual and intersemiotic translation. Intralingual translation, otherwise known as rewording, is "an interpretation of verbal signs by means of other signs of the same language." Interlingual translation is defined as "an interpretation of verbal signs by means of some other language", and it can also be known as translation proper. Last but not least, intersemiotic translation is also called transmutation, and it is "an interpretation of verbal signs by means of signs of non-verbal systems" (p. 233). For this definition, it is essential to note that *verbal signs* are meant for both spoken and written language. There are other possible translation classifications from many points of view, starting with how similar the two languages are and ending with the source text's genre (Kufnerová, 1994, p. 22-30). The reason for choosing Jakobson's three-part classification is that the interlingual type is what most people think of when hearing the word "*translation*".

As Williams (2013) states, there are multiple translation activities. She lists many examples to illustrate: "website translation, subtitling, sign language interpreting, translating global news, translation of manuals and instructions, live interpreting etc." (p. 5-6). Since

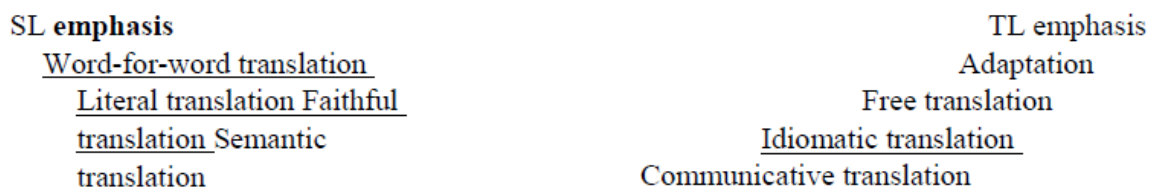
this is only a fraction of what the term translation activities include, we can see that defining translation is not an easy task. This thesis will work with the Jakobson's definition as interpretation of verbal signs. It might be difficult to understand for language learners so it would be beneficial to simplify it for them as "*changing written or spoken text from one form to another*". It may be too wordy but it keeps the idea that translation is not only from one language to another while not using difficult metalanguage.

### ***Translation methods***

Newmark (1988) distinguishes translation methods into two categories depending on which language they focus on (p. 45). First, there is the source language (SL), which is the original language used. Then we have the target language (TL), the language we transfer the text to. Newmark (1988) put it into a diagram, showing which method focuses on which language more (p. 45).

### **Figure 1**

#### *The V Diagram*



This diagram states eight possible methods. First, we will focus on the ones that put emphasis on the source language. The word-for-word translation preserves the word order of the source text (ST), words are translated out of context, and cultural expressions are transferred literally. With literal translation, structures are put into the nearest equivalent in the target language, and content words are still translated out of context. Faithful translation tries to keep the contextual meaning of the source text within the grammatical rules of the TL. Semantic translation differs from faithful translation in the aesthetic value of the text, and it compromises meaning for creativity and aesthetics (Newmark, 1988, p. 45-46).

Out of the four that put emphasis on the target language, we will start with adaptation. It is considered the most free form of translation and thus is mainly used for theatre plays. Free translation could be explained as paraphrasing the original and is widely used in intralingual translation. Third, we have the idiomatic translation, which uses idioms and colloquialisms in TL that don't appear in the original text. Last but not least, communicative translation preserves the contextual meaning of the original, so it is understood by the audience (Newmark, 1988, p. 46-47).

Newmark (1988) later highlights communicative and semantic approaches. He states that those “fulfil the two main aims of translation, accuracy and economy” (Newmark, 1988, p. 47). A semantic method is more economical since it is done at the linguistic level of the author, while the communicative approach is made at the level of the audience. Thus, we can say that communicative translation is more suitable for informative texts and semantic for literal texts (Newmark, 1988, p. 47).

Some of those methods will be used in the research part of this thesis so that the students can experience the difference between them by themselves and make their own opinion. The reasoning behind this is that the pupils see that there are many methods, that there is no universal one, and that each is suitable for different text types. One of the methods used is intralingual free translation in the set of proposed activities in the research (see chapter Methodology, see Appendix C)

### ***Criticism of translation***

Evaluation of translation is important since it helps broaden the translator's knowledge of both languages and improves their competence. The biggest obstacle in translation criticism is the lack of knowledge of the original text and language. Those who review translation do it mostly on the grounds of readability and smoothness (Newark, 1988, p. 185).

Newark (1988) states five areas on which a translation criticism should focus. First, there should be a brief analysis of the source text and its intention. Second, the translation method used and translator's interpretation of the text's intention should be stated. Third, it is important to put a detailed comparison of the source text and translated text. Next, an evaluation in the translator's and evaluator's terms. And last, where needed, there should be an evaluation of possible translation in the TL culture (p. 186).

Even though criticism of translation should not be connected to evaluation of it in the classroom. It can help the teacher to better understand how they should evaluate it among other criteria that they establish before the translation exercise. As for the students, they can get better and more extensive feedback on their work.

As González Davies (2004) says, the evaluation of translation “can have different objectives” (p. 31). Even though her book is aimed at university translator courses, her points can also be applied to translation activities in ESL. She gives a few examples of what objectives evaluation can fulfil, e.g., it can help us compare student’s progress through time or we can adjust methods according to the results (González Davies, 2004, p. 31). It is, however, essential to evaluate the translation and not use translation as an evaluation.

### **Translation as the fifth skill**

This subchapter will focus on whether translation can be considered the fifth skill to add to the four already established ones. Further, in this section, we will look at what documents support the use of translation during language teaching, even if they do not use the term translation itself. Methods and their use of translation will also be mentioned in this part.

### ***The four skills***

Before diving into translation as the fifth skill, we should look at the four already established and used in every language classroom. Scrivener (2005) describes the four language skills simply as “what we do with the language” (p. 26). Those four skills that language lessons are aiming at are listening, speaking, reading and writing.

We can divide them into two groups, receptive and productive skills. As the name suggests, productive skills produce language, speaking and writing. Receptive skills are those through which the student receives information, reading and listening (Scrivener, 2005, p. 26).

Another way we can look at language skills is whether they are micro or macro skills. We’ve already established macro skills: reading, listening, writing and speaking. Micro skills are components of macro skills e.g., for reading it is distinguishing literal and implied

meaning or understanding rhetorical speech and many other instances (Richards, 2015, p. 571).

### *The fifth skill*

During the last decade of the 20<sup>th</sup> century, the way languages are taught changed. The communicative approach became more prominent since it focused more on natural interaction rather than on knowledge of grammar and comparisons of L1 (native language) and L2 (foreign language). This approach did not, however, avoid criticism. For example, it is said that students develop fluency at the expense of accuracy or that it doesn't reflect the diversity of learners' goals and needs (Richards & Rodgers, 2014, p. 103-105)

Throughout the years, multiple approaches started to be used in language teaching. Each with a different relationship with translation. That means that even the "unpopular" Grammar-Translation method (GTM), which will be discussed later in this thesis in greater depth, can sometimes be used. Sometimes aspects of it can be found within other methods, e.g., eclectic approach where teachers choose which methods or aspects they use to avoid the disadvantages while using the advantages (Mwanza, 2017, p. 56).

Newmark (1991) states that translation "is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers" (p. 62). Including translation in the classroom has many benefits. It is essential to ensure students know the word's meaning and aren't just guessing it, which can save the teacher time. It can also be used to check grammar and vocabulary understanding or even help expand the vocabulary (Newmark, 1991, p. 61).

There is a difference between teaching translation as a part of an EFL classroom and an official training of translators and interpreters. In a language classroom, translation might become an efficient and helpful tool. As Naimushin (2002) says, "it creates opportunities for contrastive analysis between the mother tongue and the foreign language on different levels" (p. 48). The different levels he states are phonology, morphology, lexis and syntax (Naimushin, 2002, p. 48).

Translation is also put in official teaching documents and regulations. For example, one of the documents that work as a basis for syllabuses, curriculums, textbooks etc., in European countries is Common European Framework of Reference (CEFR) created by the

Council of Europe. It states what has to be learnt for effective communication and what knowledge and skills have to be developed. In the Czech Republic, CEFR is used as a basis for Framework Education Programme (FEP) and its minimum and obligatory requirements for students' performance. FEP is a national curricular document that describe the goals, content, competencies and skills for subjects taught in Czech schools. Each level of education has its own framework with its own content and competencies (NPI, n.d.). CEFR states modes of communication that show learners' language competence. Those activities are reception, production, interaction and mediation. Reception and production were established in the previous sub-chapter, and interaction means interaction between two interlocutors. The reason for mentioning CEFR is mediation, which includes translation or interpretation among activities like summary, paraphrasing, etc (Council of Europe, 2001, p. 14). Council of Europe (2001) states that those activities "occupy an important place in the normal linguistic functioning of our societies" (p. 14).

Mediation helps learners construct or convey meaning within the same language, across different text types (spoken, written etc.) and from L1 to L2 or vice versa. If we look at the definition of translation established in the previous chapter, it sounds very similar to what mediation is in the CEFR document. The main focus of it is to create space for communication and learning new meanings. Mediation involves both plurilingual competence and social and cultural competencies (Council of Europe, 2020, p. 90-91).

There are three types of meditation, mediating a text, mediating concept, mediating communication. Mediating a text is an activity involving conveying the meaning of a text to another person. It works on a presumption that the other person doesn't have access to the text due to multiple reasons (linguistic, cultural, technical barriers etc.). It can be cross-linguistic interpretation (translation) or even mediating a text for the same person (notes during lecture). Mediating concept is an aspect of parenting, mentoring, teaching etc. since it refers to "the process of facilitating access to knowledge and concepts for others, particularly if they may be unable to access this directly on their own" (Council of Europe, 2020, p. 91). Mediating communication helps understanding between two people who have "individual, sociocultural, sociolinguistic or intellectual differences" (Council of Europe, 2020, p. 91).

As this chapter proved, there is space and reason for including translation as the fifth skill. Even though it tends to be omitted during teacher training or in methodology textbooks, it still has a place in the EFL classroom (Skopečková, 2019, p. 109). Whether through the



various approaches or the CEFR mediation, translation is included by many teachers in their lessons. The question is whether the inclusion is done intentionally or not and whether the students and the teachers see the benefits of the effective use of translation. Since CEFR levels are internationally recognized, even the Czech school system uses them as a base for RVP, and they include mediation; it is safe to say that translation is the fifth skill that is sometimes forgotten about (Naimushin, 2002; Skopečková, 2019).

### **Translation in the language classroom**

Translation in the language classroom has a long history. However, it is still a subject of discussion whether it should be included and, if so, how. Translation in EFL is not always seen in a positive light. Every approach has a different opinion on how to use translation and whether it has advantages (Hrdinová et al., 2017, p. 95).

If we look at the historical development, translation in classrooms was “abandoned” due to the Reform Movement, experts in phonetics and linguistics with practice in teaching. However, saying that the translation disappeared is a strong and untrue statement. It is used, although in some cases unofficially, and it can sometimes be found in monolingual classrooms as a last resort. Teachers still allow and request work with bilingual dictionaries. Due to that, we can hardly say that translation was abandoned. But yet, it doesn’t play as significant a role as it used to (Cook, 2010, p. 3-4).

### ***Grammar-translation method***

The Grammar-Translation method (GTM) used to be the most popular way of teaching foreign languages during the late 19<sup>th</sup> and the beginning of the 20<sup>th</sup> century in Europe. It was a method of teaching languages in secondary schools, and it developed from teaching Latin and Ancient Greek. Because of the nature of those two languages, GTM focused on writing, grammar, accuracy and reading (Cook, 2010, p. 9). It also used to be known as the Prussian method due to its origins. Due to the nature of this method it used to be very unpopular between students since the memorization aspect of this method can be very frustrating (Richards & Rogerson, 2014, p. 6-8).

GTM teaches language through grammar explanation and translation from L1 and L2 and vice versa. The difficulty of grammar is slowly getting higher and higher each lesson as the teacher adds more and more grammar rules starting with the “easiest” and most

“important”. Every new rule is explained to the student in their L1, then memorized by the student, practiced and tested by translation of sentences. In terms of vocabulary, a new group of words is introduced and their translation for memorization each lesson. Every translation exercise has to include only those elements introduced in previous lessons. GTM courses used to be specifically made for speakers of one common language, e.g., English for Czech speakers (Cook, 2010, p. 10).

The purpose of GTM is to teach language so that the learner is able to read literature written in the L2. Thus, learners learn the grammar and vocabulary of the L2. Grammar rules, examples and vocabulary are taught to be memorized. As mentioned previously, students are taught to translate texts. Culture is reflected only in literature and other fine arts since it is considered superior to spoken language. Students practice mostly reading and writing and do very little, if any, listening and speaking. There is almost no attention paid to pronunciation. Evaluation is done through writing translation tests from one language into another, or there are exercises where students need to apply acquired grammar or cultural knowledge. The L1 of the students plays a significant role during the lessons. Due to the nature of this method, it is used primarily over the L2 (Larsen-Freeman, 2000, p. 17-19).

There are multiple techniques and types of exercises that GTM uses. First, the translation of a literary passage is very common. Learners translate a text from L2 into L1. Idioms and other fixed expressions are not translated literally but in a way that shows the learners’ understanding of them. Then they focus on grammar and vocabulary introduced in the text. During an exercise that uses antonyms and synonyms, students are given a reader and a list of words. Their task is to find antonyms or synonyms of the list in the text. Learners get a list of words with translation and need to memorize them. This technique is also used for grammar rules and paradigms. Next step is to use those learnt words and use them in a sentence (Larsen-Freeman, 2000, p. 19-20).

As with every method, GTM has advantages and disadvantages. Asl (2015) lists a few that show why this method is still being used today (p. 20). The Grammar-Translation method is cost-effective and time-saving, especially for classrooms with a considerable number of students due to the teacher-student interaction. Translating into the learners’ native language also helps them clarify meaning and eliminates misunderstanding. It also allows the teacher to check what students have learned and where they have problems. He then states that teachers that are not fluent in the L2 can teach using GTM due to the primary use of the translation of meaning from one language to another (Asl, 2015, p. 20).

As for the disadvantages of this method, there are quite a few that should be mentioned. GTM is often criticized for putting reading and writing above speaking and listening. It also uses a graded grammatical syllabus; students acquire one grammatical item after another. Nowadays, exposure and experience are the preferred way of second language acquisition (SLA), which is in direct contrast to GTM's memorization of grammar and vocabulary. It is also criticized for the amount it uses L1 during the lessons, as modern pedagogues believe L2 should be used as much as possible. What is also believed to have a negative impact on the teaching process is the focus on only student-teacher interaction and the lack of cooperation between students. Learners are also encouraged to think in the taught language as well which contradicts the nature of GTM, where everything is learnt through translation. Last but not least, GTM is based on accuracy rather than fluency which is in modern classrooms considered as more important (Asl, 2015, p. 20-21).

Despite the criticism of the Grammar Translation Method (GTM) it still survived in many textbooks and syllabuses in various forms. What needs to be mentioned is that even though GTM used to be under scrutiny, the attack was never about the use of translation itself, so it has never disappeared from foreign language courses (Cook, 2010, p. 18).

### ***Why use translation in the L2 classroom***

According to Duff (1989), "translation is largely ignored as a valid activity for practice and improvement" (p. 5). He also reminds us that even though some teachers still use it in their classrooms, it is often used as a testing tool rather than for language teaching. The translation went from a challenging task to a pointless routine exercise and, in some cases, even a punishment. He lists a few reasons why some teachers might feel that way. First, some may justify not using translation with the notion that it is strictly confined to only reading and writing and doesn't involve any spoken interaction. Another point against might be that it is time consuming and wasteful since the students need to do the task on their own. There is again the critique of using the L1 or that translation is simply dull. Last but not least, there is the association with the GTM where literary texts were used, which are not seen as suitable for today's learner's needs (Duff, 1989, p. 5-6).

Popovic (2001) states in favour of using translation in the language classroom that "criticism against it is not valid, learners need it, and it promotes their learning" (p. 3). She mentions frequent criticisms such as translation doesn't help learners use L2 and that they

use too much of their L1. However, those points stand only if “translation practice amounts to the regular combination of grammar rules with translation into TL as the principle practice technique” (Popovic, 2001, p. 3). There are five main reasons for using translation in the classroom, the influence of the mother tongue, naturalness of the activity, the skill aspect, the reality of language, and usefulness (Duff, 1989, p. 6-7).

Translation is useful in helping to understand the influence L1 and L2 have on each other. It helps the students to correct habitual errors that are not as easily noticed, e.g., wrong word order, use of false friends etc. It puts the two languages in contrast and thus helps to explore their strengths and weaknesses (Duff, 1989, p. 6).

In the real world, translation happens everywhere, and it isn't just an activity invented for language classrooms. It is natural and necessary since learners come across it outside of the classroom, for example, in shops, on the internet, while watching TV, at the airports, etc. (Duff, 1989, p. 6). Students use translation even after they have learned the L2 in real-life communication. They decode signs, and translate instructions for their friends, parents etc. (Popovic, 2001, p. 3-4).

For the skill aspect, Duff (1989) mentions that students need to be able to communicate not only into the L2 but from it as well (p. 6). Teachers, textbooks and syllabuses put emphasis on competence in L2 but dismiss how to teach students how to communicate back into L1. Some may need it every day in their field of work, and others may need it during travelling. The point is that many, if not all, will find themselves needing this skill sometime in their life (Duff, 1989, p. 6).

Duff (1989) also dismisses the point that translation is strictly for literary texts (p. 6). He stresses that “all language is relevant to translation – all styles and registers of both speech and writing” (Duff, 1989, p. 6). Due to the range of possible materials students can encounter a lot more language than when they are isolated by a textbook. Translation can increase range of expression of the learner (Duff, 1989, p. 6).

Translation is useful for many reasons, and not all of them have to be tied to language learning or linguistics. Since it often can be very subjective, it invites discussion and cooperation. Students don't have to work alone but can do translation activities in pairs or groups. It also develops in learners' flexibility, accuracy and clarity; to search for the right words with the correct meaning. As was stated above, translation activities don't have to include only literary texts. Teachers can choose texts that help with specific grammar

structures, vocabulary, prepositions etc. This way the students that have a problem with those language aspects can see links between grammar and usage thanks to their L1. Last but not least, and for some, maybe not as important, it also gives students an opportunity to figure out whether a career of a translator is something they would be interested in (Duff, 1989, p. 7).

As Popovic (2001) reminds translation in the language classroom is not there to train a translator but to help students develop their knowledge of L2 (p. 4). As she puts, it, structures are “a means to an end, not an end to be achieved” (Popovic, 2001, p. 4). However, she makes a similar point to Duff, some of the learners might become professionals one day and having the basic knowledge gained from the lessons is beneficial. Another opinion some may have against translation in language teaching is that it is only for those with a higher level of language proficiency. However, this is incorrect since properly designed activities can be applied to all levels (Popovic, 2001, p. 4-5).

### *Use of L1: Advantages, disadvantages*

As we have established, translation is not necessarily only the transfer of text from one language to another. But it is still the most significant criticism it receives from professionals; the use of L1 in L2 classrooms even though using L1 does not automatically mean the presence of translation activities. As with everything it has its advantages and disadvantages and many of those have been mentioned in previous chapters. What hasn't been mentioned, however, are the disadvantages. This subchapter will serve to summarize things already mentioned and add new points.

Atkinson (1987) states as one of his first points in favour of using L1 that the most significant advantage is that “translation techniques form a part of the preferred learning strategies of most learners in most places” (p. 242). He states that teachers often use different techniques as it is their job to judge what is best for the students and thus students are unable to take advantage of techniques that suit their learning style the best. Using L1 allows students to say exactly what they want to say and teacher then can help them say it in L2. It is also very time efficient since teachers and students usually share the L1 and thus saves time in preparation etc. As was mentioned multiple times, translation and using L1 in class helps the teacher to check the understanding of grammar or vocabulary. It also helps eliciting of language which again saves time (Atkinson, 1987, p. 242-243).

Atkinson (1987) also mentions some problems that may occur if teachers overuse L1 in their classes (p. 246). He states that excessive dependency may lead to students and teachers feeling like there is no understanding of the language until translation. Students also overuse their mother tongue even when they are perfectly capable of expressing themselves in the L2 and fail to realize that using L2 for some activities is crucial. There is also the danger of oversimplifying to the point where teachers or students use inaccurate translation due to not distinguishing between equivalence of form, semantic equivalence and pragmatic features (Atkinson, 1987, p. 246).

Seligson (1997) has his own ideas about when it is beneficial to use L1 and when it is better to use mostly L2 (p. 20). His argument against L1 in class is that using mostly L2 gives students “vital listening practice and the opportunity to respond naturally to spoken English” (Seligson, 1997, p. 25). It supposedly helps establish personal contact with students, and thus they start to feel like English is a real tool for communication. On the other hand, L1 helps students find links between words in L1 and L2 and thus making it easier for them to memorize them. Speaking in L1 shouldn't be suppressed as it can be seen as an outlet for the learners after a challenging exercise (Seligson, 1997, p. 20-25).

A study by Soulignavong and Souvannasy (2009) shows how effective teaching vocabulary through translation and dictation exercises is (p. 190). The experimental group was taught new vocabulary with the help of L1. They used not only a list of words with its translation but a few teaching techniques as well. The experimental group took a quick quiz through oral translation or dictation at the beginning of each lesson. At the end of the experiment, the experimental group achieved significantly better performance in vocabulary translation and vocabulary in context than the control group (Soulignavong & Souvannasy, 2009, p. 188-190).

According to Leonardi (2011) the use of L1 and translation is more supported by non-native English teacher than the native ones (p. 61). Native teachers tend to believe that the more exposure to L2 the better and that L1 and translation should be “banned” from English classrooms. As she says “The use of translation and/or L1 in FL classes is a natural phenomenon since L1 and L2 are constantly and automatically interwoven in learner's mind at all levels, such as phonology, syntax, lexis and pragmatics” (Leonardi, 2010, p. 62).

Even though there are disadvantages to using L1 in the language classroom, not all of them have merit for the translation techniques. As was said at the beginning of this part,

not every translation exercise uses L1 and even those that do can avoid misusing or overusing it. Balance is important; neither language is superior to the other. As Nation (2003) says, “a balanced approach is needed which sees a role for the L1 but also recognises the importance of maximising L2 use in the classroom“ (p. 7).

### ***Teacher’s role in the translation process***

As Dagiliene states (2012), “the teacher’s task is to assess students’ needs and select material to illustrate particular aspects of the language and the structure which present difficulties for students in the English language“ (p. 125). In no way is the teacher a lecturer and the one who solves all the problems (González Davies, 2004, p. 36). Or, as Kiraly (1995) puts it, “the guardian of translatory truth keeper of the correct translation” (p. 99). There is no one “correct” translation, although there can be multiple incorrect ones.

Teachers should be present in the process but not at the centre of it. Their role is to motivate their students and to build their self-confidence. Stating that their translation is inaccurate can destroy their self-confidence, and students can later be hesitant to share their ideas and translations. So first, teacher needs to build an environment where students feel safe and where their work is appreciated. No idea is truly a bad idea. Teachers also need to guide their students and help them make motivated choices. By doing so students can learn to justify their translation and evaluate it, evaluate the work of others or be aware of some translation problems and possible solutions (González Davies, 2004, p. 36-37). The autonomy of the learners is a crucial notion. “The fact that the student learns to learn becomes much more important than memorising and regurgitating passively received knowledge” (González Davies, 2004, p. 13).

Another important thing that teacher should take into account is the learning style of his or her students, their background, motivation and abilities such as flexibility, writing or reading proficiency etc. Due to those factors, teaching needs to be adapted to the students’ level. This of course, isn’t applicable only to translation activities but the whole teaching process as well. All of those things and much more have a great effect on how fast and how much will the student learn. (González Davies, 2004, p. 37-39). In González Davies’ (2004) words “the more the teacher knows about both the mental and emotional aspects of the learning context, the more positive and rewarding the outcome can be for all those involved” (p. 37).

There are three approaches that teachers can use when implementing translation into their courses. First is the transmissionist, which is the traditional “read and translate” approach, transactional which is based on group work but the teacher still has the final say, or transformational, which is aimed at collaborative study with the teacher acting as a guide (González Davies, 2004, p. 14). Usually, when learners think of translation activities, they imagine the transmissionist approach and tests where they are supposed to translate from one language to another. This notion will be reflected in the research part of this thesis.

What is also an essential task for the teacher is to choose the correct material. They should select materials that reflect as many real-life situations as is possible, that can be translated in multiple ways and used in various activities, and texts that reinforce already learnt skills such as reading comprehension, writing etc. It is also preferable to include different text types (spoken, written, fiction, non-fiction, story, poetry etc.) and in different languages; do not focus only on L1 or L2 (González Davies, 2004, p. 18).

To sum up, the teacher should be a guide, counsellor, evaluator and facilitator who pays attention to learners’ learning style, motivation, mental state, abilities, knowledge, and so much more. Their role isn’t to critique translation but to evaluate it and provide the students with suitable methods, to create a positive atmosphere and to include teamwork during the lessons (González Davies, 2004, p. 14).

### ***Framework for translation activities***

Leonardi (2010) established a simple framework for translation activities in the language classroom called the pedagogical translation framework (PTF) (p. 87-88). As she (2011) says, “pedagogical translation can be successfully employed at any level of proficiency and in any educational context” (p. 22). It doesn’t matter whether it is in elementary school or university course, it is still a valuable tool which strengthens the four language skills (Leonardi, 2011, p. 22). This framework will be used in the research part of the thesis.

The PTF takes into account factor such as students’ level of proficiency, the direction which means whether the translation is happening from L1 or L2, what type of course it is, whether it has general or specialised language requirements, time and size of the group. The framework is constructed from three primary types of translation activities, and they



further divide into sub-groups. The main groups are pre-translation activities, translation activities, and post-translation activities (Leonardi, 2010, p. 88).

The pre-translation activities serve as a way to prepare the students for the main activity, to elicit what they already know etc. Into this group belongs for example, brainstorming or vocabulary preview. The translation activities include reading activities, speaking, listening, writing, literal or summary translation, cultural mediation and intercultural competence development or parallel texts. The post-translation activities close the activity as a whole and include commentary, summary or discussion related to the ST (Leonardi, 2010, p. 88).

### ***Evaluation of the translation***

According to Newmark (1988), “translation is partly science, partly craft, partly art, partly matter of taste” and also adds that “a bad translation is easier to recognise than a good one” (p. 189).

González Davies says (2004), evaluation is “a tricky matter in which subjectivity plays an important part” (p. 31). We need to ask four essential questions what do we evaluate, who evaluates when do we evaluate and how do we evaluate. Do we evaluate ST comprehension or linguistic skills? There are many points for evaluation that teacher can create. For the question of who is evaluating it can be either the teacher, the students themselves or their classmates. Teacher can evaluate learners’ participation in the activity or the final piece of work. Peer or self-evaluation is also valuable for the students. Teachers can evaluate at the beginning of the activity to find out students’ level and knowledge. They can also evaluate continuously throughout the course (González Davies, 2004, p. 32-33).

What needs to be reminded is the fact that teachers shouldn’t use translation to evaluate, e.g., give vocabulary or sentences to translate, but evaluate the translation as a process or as a finished product. This will be reflected during the research analysis and the analysis of the teacher interviews.

This chapter of this thesis summarizes the theoretical background of translation, its evolution and its benefits in the language classroom. Even though there are still many professionals who doubt the importance of it, there is no denying it is a helpful tool and has its place in the EFL classroom. It is a natural process that teachers can't stop, even in classrooms taught strictly in L2. One of the most extensive critiques of translation in the language classroom is the fear of using L1 of the students, and even that has its place in the classroom. Because of that, translation should be considered as the fifth skill or, in the least, have a better reputation among the teachers. Speaking of teachers, their role during the whole process is crucial. They lead the students through it a teach them not only methods they can use but independence and self-evaluation as well. During the process, teachers are more guides than leaders. They are not supposed to solve the problems that may come the students' way but give them tools and support so they can do it themselves. In the present thesis, we suggest using the PTF as a framework or guide that might help teachers to use translation effectively in the ELT (English language teaching) classroom. This means avoiding using translation as a testing tool and on written text only. Translation is a versatile tool that can help develop other communication skills. One way to do it is the proposed PTF. This way, the translation task is fully integrated into the lesson and not just thrown in. There is no easy answer to the question of how to evaluate these tasks. Teachers must set their goals before starting the activity and tell their learners how and what will be evaluated. Furthermore, it is vital to keep in mind that the quality of translation is very subjective, and there are no truly bad translations. In the next chapter, we will have a look at the methods used for the research and their description.

### III. METHODOLOGY

This chapter focuses on the research methodology of this thesis. It aims to present the research and how it was conducted. First, the research question will be stated, and then we will focus on the tools, research subjects and other relevant information.

This research deals with the problem of the use of translation activities in ELT in selected Czech lower-secondary and secondary schools: real use, possibilities, and challenges. We have two research questions to be examined:

RQ1: “Are translation activities used in ELT classrooms, and if so, to what extent and how?”

RQ2: “Are the proposed PTF activities applicable in concrete EFL classrooms? What are the challenges and possibilities they present?”

#### **Purpose of the research**

The theoretical part discussed the issues of using translation in the classroom. It presented possible ways of integration and its advantages and disadvantages. As stated above, this research deals with the problem of using translation activities in ESL classrooms, specifically a series of translation activities employing the PTF. It is aimed not only at the learners but also at their teachers. First, the goal is to identify what the students view as translation activity, their attitude towards it, how often they do them during lessons, and their aims. Second, the aim is to see how their views on translation activities change after completing the proposed set of activities and how they comment on the activities. With the activities there are two set goals aimed at processing a text which are explained in depth later in this chapter. Lastly, there is the interview with the teachers where the goal is to learn how they use translation in their lessons and if or how this research has changed their view on translation and to make them comment on the proposed the Pedagogical Translation Framework activities.

#### **Participants**

The research went on at Základní škola Nýřany and Obchodní akademie, Střední pedagogická škola a Jazyková škola s p. s. j. z, Beroun. Three English teachers were asked

to participate in the research, two at lower-secondary and one at secondary school. Of the three teachers, two attended a course that focused on integrating translation into lessons. Four classes participated in the research, two from lower-secondary during their English lessons and two from secondary school during their English conversation lessons. At the lower-secondary school, 8<sup>th</sup> and 9<sup>th</sup> graders were included in the research and at the secondary school, 11<sup>th</sup> and 12<sup>th</sup> graders participated. Altogether, thirty-six students participated in the research. The biggest group of students was the 8<sup>th</sup> graders with 13 learners, then the 9<sup>th</sup> graders with ten students, after that, the 12<sup>th</sup> graders with seven students, and last was the group of 11<sup>th</sup> graders with six students. The range of participants' age was from thirteen to nineteen years old. There were 22 female students and 14 male students present for the research.

### **Research instrument**

There are two parts to this research; quantitative and qualitative. One focuses on the students, and the second on the teachers. First, an entry questionnaire (see Appendix A) for students was compiled based on the theoretical background written in the previous section of the thesis. It focused on their general idea of translation activity, why and how teachers use it during a lesson, and their opinions. The questionnaire contained fifteen questions; open-ended, semi-open, and closed-ended questions were present. In several questions, there was the multiple-choice option. The first five questions focused on the factual data about the participants; their name, age, school grade, how long they are studying English, and attitude towards the subject. The following nine questions focused on translation activities; what they think it is, which ones they are doing in the classroom, how often, what is their aim, what form do they have, what they like or dislike about them, how are they important for their future, and what new knowledge they gain from them. The last question was the only non-mandatory one, and here the participants had an opportunity to express their thoughts on the form. The questionnaire was in Czech to prevent errors and was administrated online through Google Forms.

Then, a translation activity was created for the students to try during a lesson. The activity was based on CEFR aims of processing a text for the level A2: "*Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience*" and B1 "*Can summarise in writing*

*the main points made in straightforward, informational texts*” (Council of Europe, 2020, p. 101). The two levels were selected to include both the lower-secondary and the secondary school students, so the activity was not too strenuous or easy. Teachers were given instructions along with the text (see Appendix C). The students were supposed to do two pre-translation activities (read the vocabulary concerning the text, and underline important information), two translation activities (writing headlines, sharing them with the rest of the class and translating them together), and two post-translational activities (write a summary and discuss the activity). The text was taken from the website of the British Council. The main lessons’ main goals were based on the CEFR goals mentioned above; “*Students can pick out key ideas from a written text*” and “*Students can summarize the text in their own words*”. Each part of the series had its own goal set. For the pre-translation part, the set goal was: “*Students understand the text and can translate the key phrases.*” For the translation section, the goal was: “*Students create a headline for each paragraph based on the most important information in it.*” The last part was the post-translation section where the goal was: “*Students can summarize the text in a written form.*” The whole series of activities and inclusion of translation in the lessons are used for teaching students how to process a text with a focus on the most important information in it.

After that, an exit questionnaire (see Appendix D) about the activity and their views was formed. This questionnaire had nine questions; open, semi-open, and closed. The first three were to collect factual data so that the answers of individual respondents could be matched and compared. The next four questions were focused on the tried activity; what was the aim of the activity, whether they liked it or not, what they liked or disliked, and whether they would like to do similar activity again. The next question was the same as with the entry questionnaire; what they think counts as a translation activity to see how their opinion has changed. The last question was again non-mandatory; it was a place for them to express their feelings on the whole process.

Lastly, a structured interview (See Appendix F) with the teachers administrating the questionnaires and translation activity was conducted to focus on whether and how they integrate translation activities into their lessons and the activity itself. The interview consisted of nine questions, both open-ended and close-ended. It had two sections, the first focused on general data about the use of translation activities in the teachers’ lessons. The first important question was whether they attended any course or seminar focused on translation in language teaching to see whether they had any training and how it affected

their lesson planning. The next set of questions was about how they use translation in their lessons, how often and with what purpose, whether they think they are challenging in preparation, and how they view the students' attitude towards them. The second section of questions focused on collecting information about the proposed set of translation activities. The aim of this section was to find out whether students reached the proposed goals, whether there was any activity from the series they could not finish due to time constraints to ensure the results could be properly commented on, and lastly, how this research influenced them with the focus on whether they will continue using the PTF or add more translation activities into their lessons. The interviews with the teachers were conducted as soon as possible after the lesson for the best recollection of the process. They were either done in person or through a video call due to the distance issue. The interview was conducted in Czech and was recorded to preserve any information that could have been lost during the process.

The collection of data took place at Základní škola Nýřany and Obchodní akademie, Střední pedagogická škola a Jazyková škola s p. s. j. z, Beroun from the 30<sup>th</sup> of May till 9<sup>th</sup> of June. Learners first filled out the entry questionnaire about their general understanding of the topic. Then the teachers administered the prepared translation activity focused on processing a text, and the students filled out an exit questionnaire about the activity. Both secondary and lower-secondary school teachers got the same text with the same goals for levels A2 and B1.

### **Data analysis process**

The data evaluation process was divided into two parts. First, the data from the two questionnaires were calculated and processed in the online programme Google Sheets due to the quantitative nature of the instrument. The data collected from the questionnaires are presented in the form of percentages of the total (N=36) or by number of cases present. Second, the data from the three interviews were analysed with the help of open coding by breaking the text into units, naming them and further analysing them. The coding was done by the researcher without the use of any coding software. Answers were divided into categories to help with the analysis.

This chapter summarizes the methodological aspects of the research. It presents the methods used for data collection and describes their requisites. In this chapter, the details about the participants and where the research has been administered are presented with an explanation of how the data analysis process was done. The next chapter showcases the results from the analysis along with comments on both the questionnaires and the interviews.

## IV. RESULTS AND COMMENTARIES

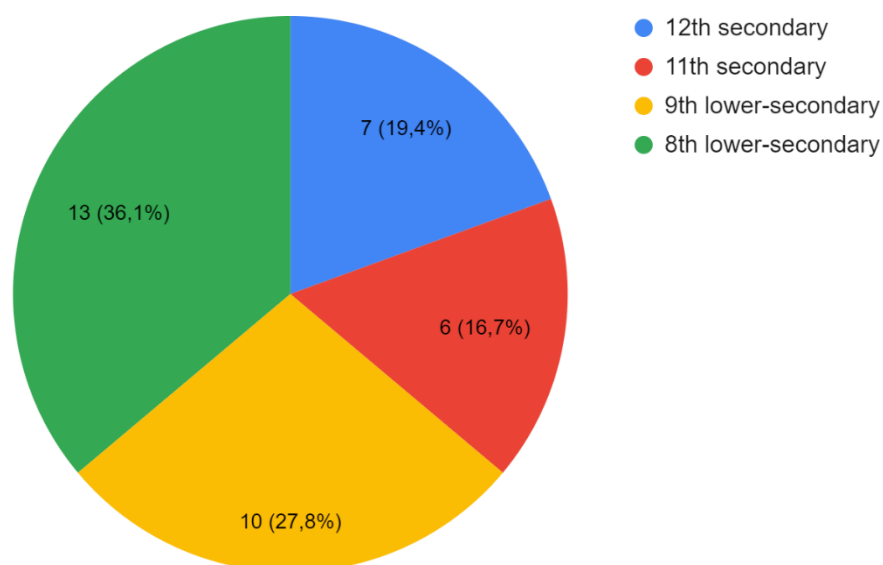
This chapter analyses and interprets the collected data. The findings are highlighted in the results and commentaries section with the help of graphs. First, the general information about the participants is introduced, and then there is an in-depth analysis of the two questionnaires.

### General information

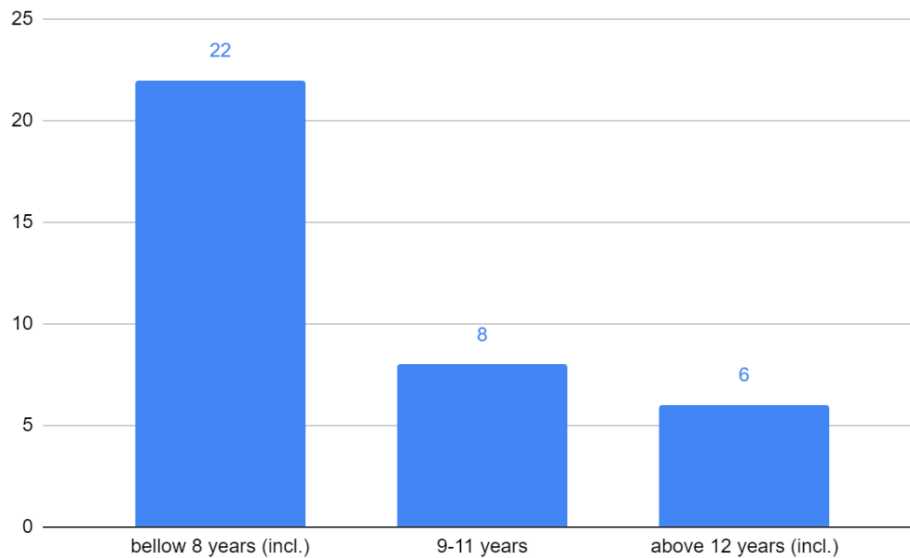
As mentioned in the methodology section, four groups of students were asked to be part of this research; two from a lower-secondary school and two from a secondary school. More participants in this research attended the lower-secondary school in Nýřany (see Figure 2). The range of participants' age was thirteen to nineteen years old. This also means there was a greater range of how long the students have been learning English, ranging from six to fourteen years (see Figure 3). However, we must mention that the length of one's studies does not relate to their knowledge of the subject. The presumption that the longer students study English the more they know is not always true. It also depends on their relationship to the subject and other factors.

**Figure 2**

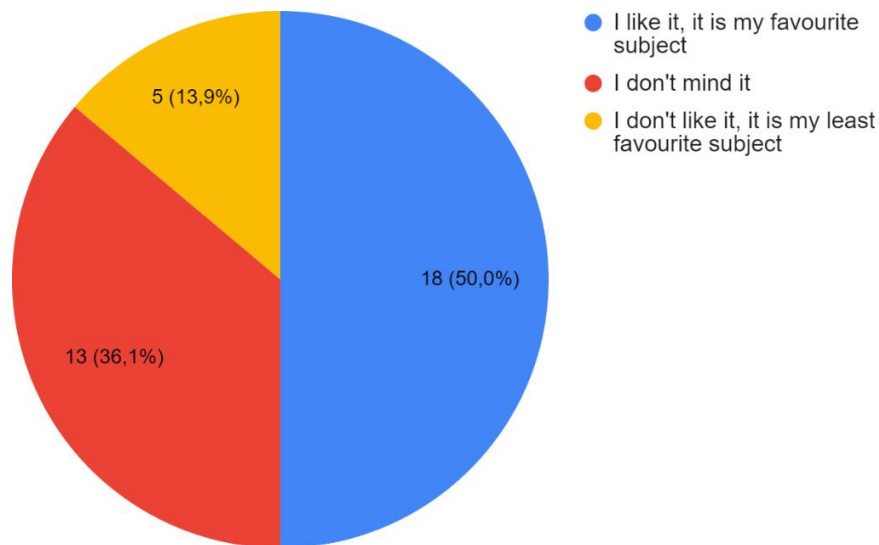
*Attended School and Grade*





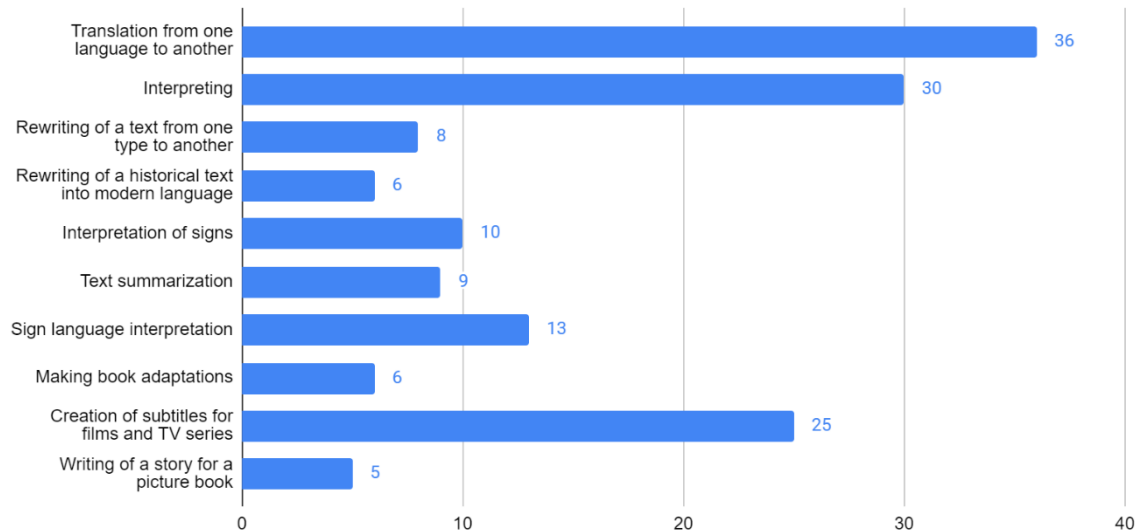
**Figure 3***The Average Length of Studying English*

The next question asked was about their relationship and attitude towards English. Participants had three possible choices ranging from their favourite subject to the least favourite. The majority of students didn't have any negative attitude towards English as a subject. Moreover, half of them answered that it is their favourite subject (see Figure 4).

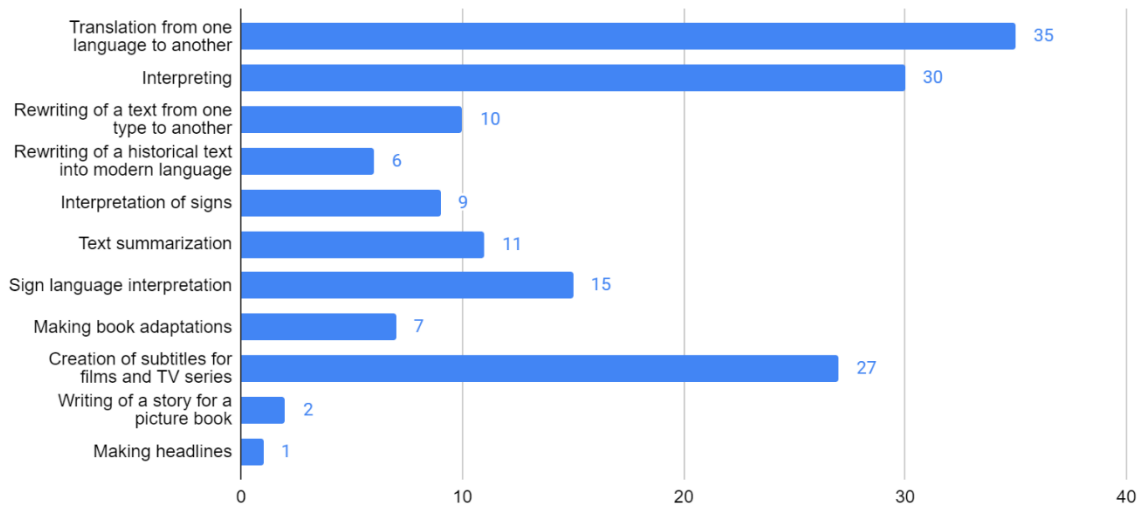
**Figure 4***Relationship to English***Questionnaire 1 results and commentaries**

The first question was about their idea of what translation is and what they think counts as a translation activity. Here they could choose multiple answers and include their own. Both questionnaires included this question to see if and how the answers would change after participating in the activity. The main reason was to check whether they could identify more translation activities after completing the task and whether it broadened their idea about what translation is.

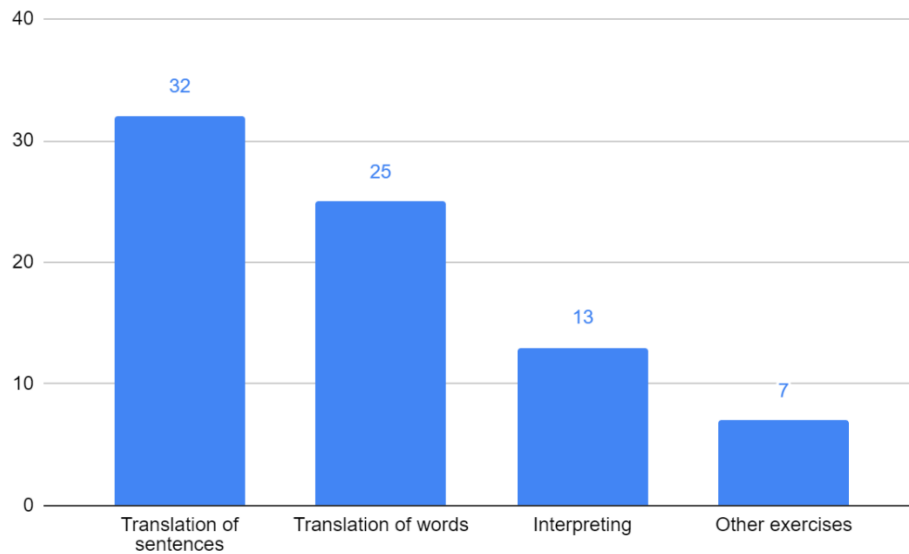
In the first questionnaire (see Figure 5), the most often chosen answer was unsurprisingly translation from one language to another. It was picked thirty-six times, meaning that every participating student chose this answer. Many students also selected interpreting and creating subtitles for films and TV series. Other possible answers were chosen less during the first questionnaire. However, we must mention that at least five students selected every option.

**Figure 5***Translation Activities (Questionnaire 1)*

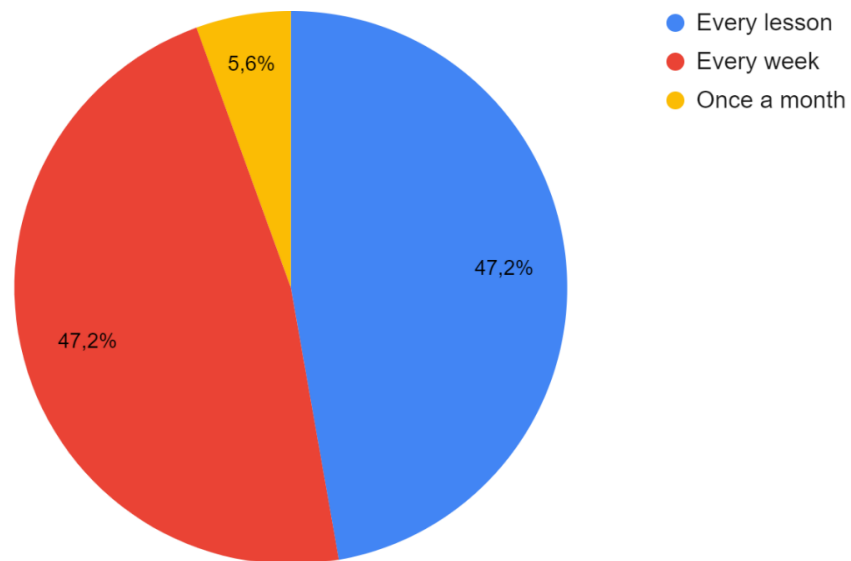
During the exit questionnaire, answers were not drastically different (see Figure 6). First, the answer everyone chose during the first round was this time selected thirty-five times. However, this can be an error on the participant's side due to rushing through the questions or simply not paying attention. Another answer that was chosen fewer times was writing a story for a picture book, where three students decided to abandon this answer. On the other hand, other possible answers were selected more times than during the initial questionnaire, among those creation of subtitles for films and TV series and sign language interpretation. The order of the top three answers remained the same. This can tell us that students see translation as primarily the act of transferring a text from one language to another and are unaware of other types of translation activities.

**Figure 6***Translation Activities (Questionnaire 2)*

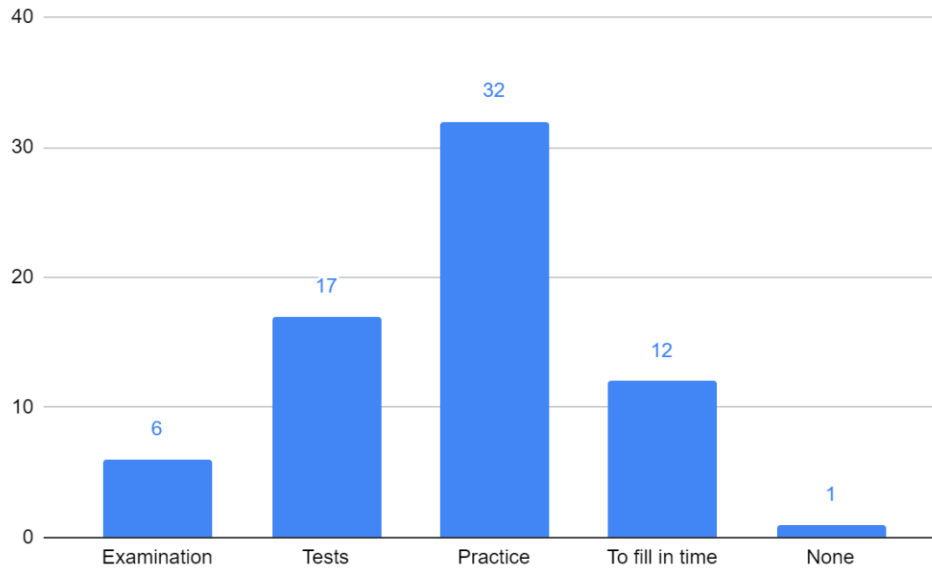
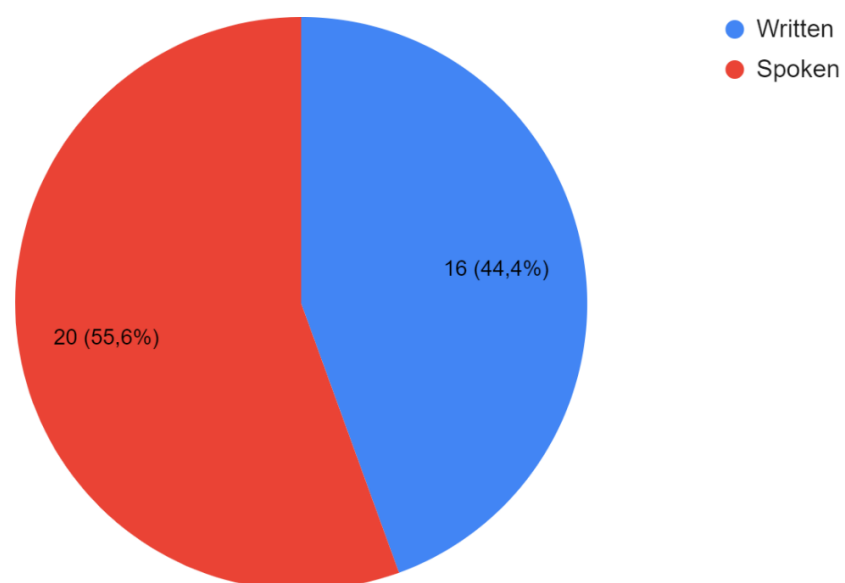
The next question in the form was concerning which type of translation activities students do during their English lessons. Students were again given multiple choices with an opportunity to write their own answers. The pre-selected answers were translation of sentences, translation of words and interpreting. The majority of students selected translation of sentences and words, which can tell us that it is still predominantly used in classes (see Figure 7). Another point we can make is that, again, students are not aware of what activities can be included in the term translation. In the category of other exercises, the students mostly wrote listening, gap-filling exercises, reading, writing their own sentences and other exercises from their textbooks and workbooks.

**Figure 7***Exercises in Lessons*

The following question focused on how often those tasks are integrated into their lessons. Here the participants could select an answer ranging from every lesson to never. Not every choice was selected, and the students were mostly in agreement on how often translation activities are included in their English lessons (see Figure 8). As for the choices not selected, those were a few times per semester, once a semester, or never. From this, we can clearly state that translation activities are a big part of every English lesson.

**Figure 8***Frequency of Translation Activities in the Classroom*

Next, the students were asked about what is the goal (see Figure 9) and the form (see Figure 10) of the exercises. For the aim part of the question, students could pick multiple answers and add their own. The question here was what purpose translation activities serve, whether they are used for tests or examinations, for language practice, or to fill in time. Almost every student chose the practice option, with testing as the second most selected option. One participant decided to add his own answer saying these activities serve no goal. It is good to see that translation activities are primarily used for language practice rather than for testing or examinations, even though it is still being used for that reason very often, as the results suggest. The next question focused on whether those exercises are used in lessons more in written or spoken form. The majority of the students answered with spoken, which can be the result of teachers using translation activities for practice.

**Figure 9***The Purpose of the Exercises***Figure 10***The Form of the Exercises*

The following questions were aimed at the learners' attitudes towards translation activities. There were open-ended questions about what they liked and disliked about those exercises. Twenty-four students had a positive reaction towards translation activities. The most frequent answer was that they like it because it is in English which corresponds with their earlier statements about their relationship with the subject; altogether, this answer has been repeated six times. The next popular answer was liking learning new words (repeated four times) and practising new skills (repeated three times). The answer "everything" has been repeated by two participants. Eleven answers were categorized as miscellaneous. The answers ranged from liking the text, liking the form (spoken) to the students liking it due to being good at it. There were also answers such as "I like nothing" or "I like when they are finished". However, out of all the answers, there were only a few of them. Nine students had a negative reaction where the answer was eight out of nine times that they like nothing, with one person adding they are only doing exercises from the textbook. The last negative answer was mentioned above, which was the sentence, "I like when they are finished". A category of neutral reaction was added. Here, answers that have little to nothing to do with the learning process were added. There were three answers of this type which were: "I like it when my classmates are making mistakes," "There are nice pictures," and "I like to talk with (redacted classmate name)."

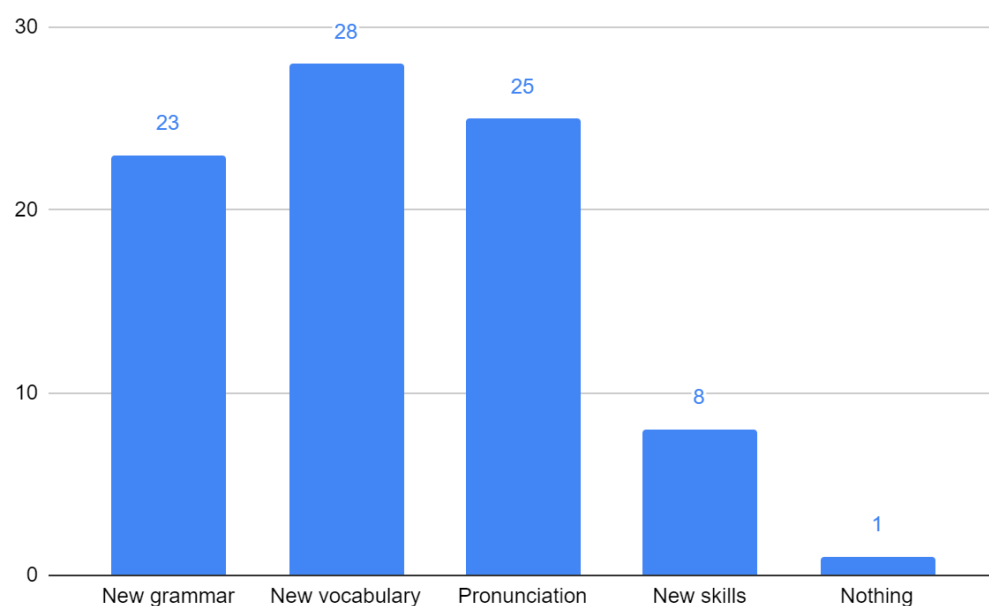
On the other hand, when they were asked to write what they disliked about the exercises, they were much more straightforward. Often students said that there is nothing they dislike (seven times), but when they do, it is that the exercises are often too long (seven times), repetitive (three times), boring (three times) or too easy (two times). Some also expressed their dislike towards writing or listening exercises (four times) or that some words are too difficult for them to learn and pronounce or the exercises too difficult (three times). There were three participants that answered that they dislike everything. The last four answers were again of the miscellaneous category with replies such as "I don't know," "They need me to focus," "English," and "When (redacted classmate name) is missing." Few of the students went into more depth. One wrote that they don't like when "the teacher thinks everyone understands and we don't translate the sentences often enough". Another learner expressed that "at school we mostly translate exercises from the textbook with vocabulary which everyone knows and I don't think that this form of translation can give us something more" or that "Not everyone can have their turn speaking."



The next set of questions were focused on how these exercises are important for their future and what do they take away from them (see Figure 11). The students were again quite consistent with their answers. Here most of them agreed that the new knowledge that they acquire from translation exercises is connected to new grammar, vocabulary or pronunciation. Only a few recognized that translation activities can lead to obtaining a new skill. One person from all 36 participants chose to create their own answer by saying they mostly learn nothing new from those exercises. This can be due to the fact that their level of English is much higher than their classmates' and is thus far ahead, and most of what they are doing during the lesson is not challenging enough.

**Figure 11**

*New Knowledge*

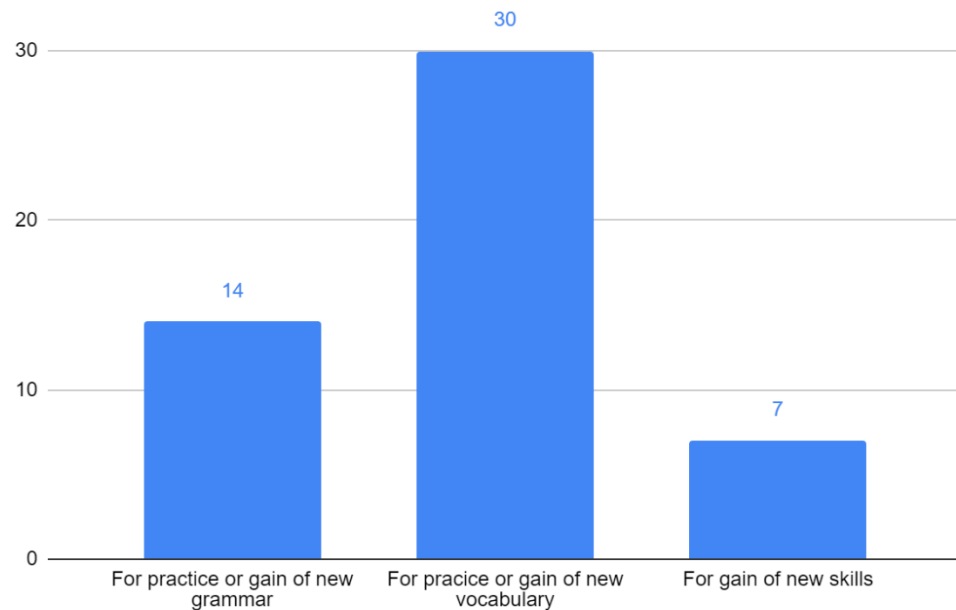


For the question of how important translation exercises are for their future, learners had the opportunity to write their own short answers. Here they all answered very similarly. Their point was that those exercises help them practice English, and thus, they will be able to communicate better in the future. Another answer that appeared multiple times was that they are able to practice vocabulary and grammar. A few students also answered that they

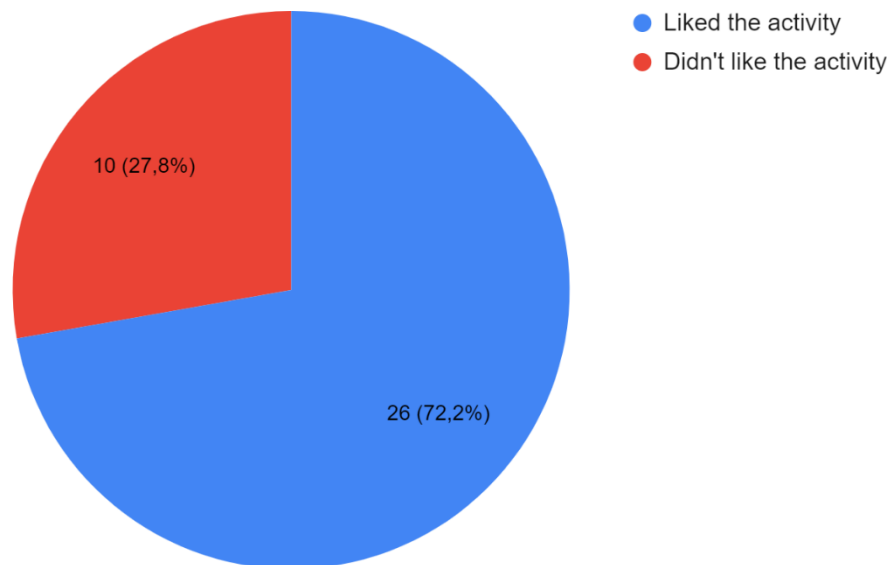
can practice their pronunciation and that it can help them not be afraid to speak. Overall, with a few exceptions, the students highlighted the importance of English for their future.

### **Questionnaire 2 results and commentaries**

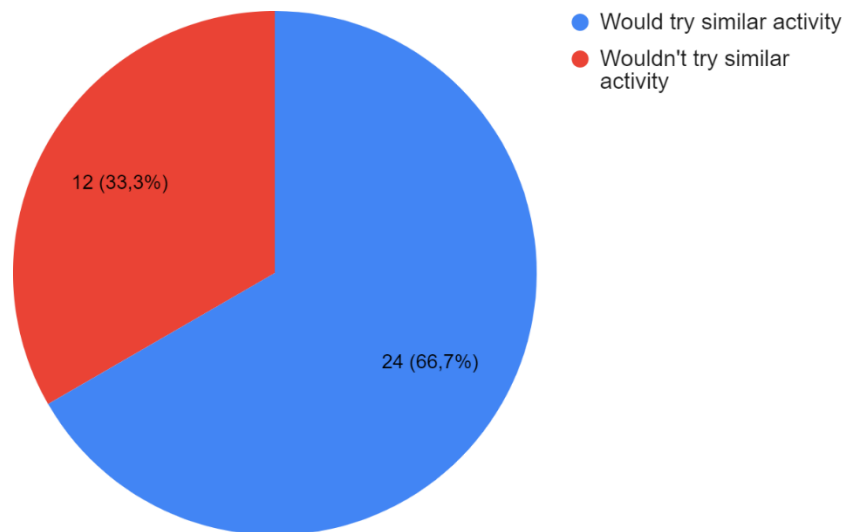
The second questionnaire focused on their opinion on the activity and to see what has changed in their views of what a translation activity is (see Figure 2 and Figure 3). The first question about the activity focused on what they thought was its aim (see Figure 12). They could again choose pre-selected answers or write their own. Here students again favoured vocabulary as they thought the activity was focused on practice or gain of new vocabulary. Fewer thought that the aim was to practice or gain new grammar. This can be due to the fact that the text was deliberately chosen at a lower level due to the different levels of English of the participants. The answer “for a gain of new skill” was chosen only seven times. This again shows that students underestimate the importance of skills and see the main benefit in learning grammar or vocabulary. The students were not familiar with the aims of the set of activities; only the teachers were. As was mentioned in the methodology chapter, the aim goal of the series was to teach the students to pick out the most important information and summarization of the text. Thus, it was focused on skills rather than on grammar or vocabulary. Due to that fact, there is a discrepancy between their views and the real goal. This can be attributed to the fact that learners often do not know that skill development is a part of their education throughout every grade.

**Figure 12***The Purpose of the Activity*

Next set of questions aimed at finding out their view on the activity itself, whether they liked it or not (see Figure 13), what they liked and disliked and if they would try a similar exercise again. The majority of the students had positive attitude towards the activity and would try it again (see Figure 14). Here must be mentioned that in the question concerning similar activities, the option of “maybe” was not presented, which could have helped the student to express their feelings better.

**Figure 13***Attitude Towards the Activity*

For the question of what the students liked about the activity, there were numerous answers. The most often repeated one was that the students liked that they had a chance to be creative while thinking of the headlines for the paragraphs. Out of the 36 students, 17 expressed that creativity and headlines was the best part of the exercise. Some also answered that it was “fun to listen to the ideas of the classmates”. Seven students answered that the activity was boring, too long, repetitive or monotone. This corresponds with the number of students that disliked the activity and wouldn't try a similar one. Three students said that while they liked making the headlines, they disliked underlining the important information. We must mention that those three were from secondary school, so their level of English is much higher than that of the students from the lower-secondary school; thus, they didn't need this step.

**Figure 14***Similar Activities*

The last question in both questionnaires was for the students and their comments on anything concerning the process they went through. In the first questionnaire, there weren't any relevant comments, but after completing the activity, some students took the time to write their opinion on the research. One of the participants wrote, "maybe this research will be beneficial for someone, and these types of activities will be included more in lessons". Another student replied, "I think this is a nice activity for practising translation and understanding and summarization of a text and also for a conversation in English with the teacher".

**Interview analysis**

In this part, we will analyse the three interviews that were conducted with the teachers distributing the research. The interview focused on whether they used translation activities during their lessons, how often, and with what purpose and students' attitudes towards them. Then they were asked a few questions about the prepared activity itself and if or how it changed their view on translation activities and what they think about using the PTF. As a result of coding each question, categories were created.

The first interview was conducted with the English teacher of the 9<sup>th</sup> graders from Nýřany lower-secondary school. She is one of the teachers that attended a course focused on translation integration into ELT classrooms. This course was going on from February to June 2022 at the Department of English of the Faculty of Education at the University of West Bohemia. The course was called “*Vybraná témata ve výuce anglického jazyka*” (AVTA) and was taught by PhDr. Eva Skopečková, Ph.D. The second interview was with a teacher from a secondary school in Beroun. Her groups were the 11<sup>th</sup> and 12<sup>th</sup> graders. We must also mention that she has those groups only for English conversation lessons and not for standard English language lessons. Thus, her answers with some of the secondary school students can differ. The last interview was with the second teacher that has completed the AVTA seminar, which was the very first question asked. This teacher is teaching at a lower-secondary school, and her group of students were the 8<sup>th</sup> graders. All the teachers use translation activities, and the way they go about it differs, which is analysed below.

The answers to the purpose of translation activities teachers are using differed; thus, three categories were created; testing, language practice, and skills. The answer testing was repeated twice, while skills were mentioned only once; language practice, on the other hand, was repeated by all three teachers. The answer “testing” could be slightly concerning since translation should not be used for testing purposes, as we established in the theoretical part. As for the question of how often the activities are being used, two categories are presented; every lesson, every week. The answer every lesson was repeated twice while every week was heard only once.

For the question of how students view the translation activities, there are two categories; positive approach and negative approach. The negative approach was mentioned two times. To quote one of the teachers “They think they understand everything, and all they need to do is translate it in their head.” The positive approach was chosen once, and to quote the teacher: “I think students like it better because everyone can do it. They all can experience success. It stems from the principles of teaching mixed ability classes.”

The categories for the question of the preparation difficulty are none (pre-prepared), same with other activities, time-consuming. All answers were chosen exactly once. The secondary school teacher said that “At first, these types of activities are time-consuming.” But later elaborated that “Once you use them again, you can apply the same activity on different texts making it easier.”

Following three questions focused on the series of activities. Categories for the question of whether the students reached the proposed goals are: yes, and partially. The answer yes was repeated three times and partially once. The teacher that answered partially elaborated that “We couldn’t finish the text summarization due to time constraints. The learners were too focused on the first questionnaire that it took them more time than expected.” She was also the only teacher whose answer was categorized as yes for the question of whether there was any activity from the set they did not finish. All teachers monitored during the class whether the students were reaching the goals and later checked the summarization to make sure. All the activities were structured to fit the set goals and not only the sub-goals for the individual sections but for the whole series as well.

The last set of categories reflected the personal implication for the teachers; will use only the framework, and will include more translation activities and framework. The answer of using only framework appeared once while the other twice. That answer belonged to the secondary school teacher, and her reasoning behind it was that “I already use a lot of these activities; there is no space to fit more.” One of the lower-secondary school teachers that answered that she will include more activities like this, including the PTF, elaborated that “It was really inspiring and fun.”

This chapter focuses on the research analysis of this thesis. Here, the data was analysed, put into graphs or categories, and commented on. Both the questionnaires and the teacher interviews were examined. The next chapter focused on what are the pedagogical implications of this research, the limitations that affected it, and suggestions for further research.

## V. IMPLICATIONS AND LIMITATIONS

This chapter focuses on possible pedagogical implications for language teaching and language education that stem from the research. Next, it also stresses the limitations of the research and makes suggestions for further research.

### **Pedagogical implications**

The research has shown that students have a limited understanding of what translation activities are. Students view them mostly as a transfer of text from one language to another and thus feel like it is boring or that they gain nothing from doing the task. However, they are aware of the importance of translation for their life and for their communication skills. They just seem to think that they have already learnt what they need and that they do not need to develop this skill further. Another point the research showed is that translation as a testing tool is still prevalent in language teaching, which can discourage students. The research also reflects the importance of teachers in the whole process and how their views influence the students and their relationship to translation. With the help of translation, students can develop multiple skills or practice language. It is a helpful tool that will be useful in their day-to-day life and not only in the classroom. With the Pedagogical Translation Framework, teachers can naturally include translation in their lesson planning. It creates space for creativity which the students appreciate. The framework can be used for various reasons, from grammar practice to the introduction of new vocabulary or reading and listening comprehension. The question, however, is whether it is better to include it through the PTF as in this research or to include it as the fifth skill mentioned in the theoretical part of this thesis. This depends on the teachers' discretion based on their views. One fact remains and that is that translation is a valuable tool and should be included with a purpose.

### **Limitations of the research**

Despite the research bringing up some interesting findings and conclusions, it has its limitations which make it so that the research cannot be generalized. Since a quantitative method for data collection was chosen, the number of participants is not high enough to bring objective conclusions. Another possible problem is the fact that the answers of the secondary



school teacher and her students don't correspond due to the fact that they have a different English teacher and she did the research during their English conversation lessons. As for the activity, a problem arose as well. Here the lower-secondary school students had difficulty finishing every aspect of the task, while secondary school students finished it as was. The problem could be the different language levels of the lower-secondary school students and the secondary school students. They do not need as much time to process the text as their younger counterparts. The next aspect that slightly hindered the research is the fact that the author did not participate in it as one of the teachers. This will be discussed in the next part.

### **Suggestions for further research**

The research focused on the real use of translation in English language classrooms. There is the possibility of expanding the research to multiple secondary or lower-secondary schools to have a broader data collection pool. It could be useful to include lesson observations to see how often translation truly is used and to see learners' reactions to it in real-time. It could also be interesting to see whether there is any connection between language proficiency and the relationship towards translation activities. Another suggestion is to carry out more extended research with multiple translation activities of a different character, such as interpretation, note taking etc. As was mentioned above, the author did not participate in the research in the classroom, which takes us to another suggestion. If this research were done again, it would be profitable for the author to administer the questionnaires and the series of activities for better involvement and further observation. Another suggestion is to do long-term research with a structure similar to this one. The difference would be that the students would be influenced by multiple lessons and not just one. Last but not least, with the prevalence of translating software and AI translators, it would be interesting to see either how the teachers are handling it and working with them or the students' attitude towards translation with a focus on how important they feel it is since they have easy access to it with their phones.

This chapter addresses the implications of the research and its application in pedagogical practice. The limitations of the research are also discussed with a suggestion for further research and how the study could be improved if done again. In the next chapter, we will summarize the main ideas of this thesis and its research.

## VI. CONCLUSION

The focus of this thesis was translation in the language classroom. We have learned the importance of it and the positives of using it and talked about the possible way of including it in lessons. We have also learned the importance of the teacher's role in the translation process. Not only have we talked about it in theory, but some interesting conclusions were brought up in the research part. During the interviews with the teachers, we found that the teacher's views reflect on their students and their attitude towards translation activities in the classroom. What the research has also shown is the fact that most students see translation as a transfer of a text from L1 to L2 or vice versa, and they think its biggest value is for learning new grammar and vocabulary. They don't see it as an important skill they could learn.

The fact remains that, yes, translation is used in English teaching, but based on the research, we can say that it can often be used ineffectively. As was repeated multiple times, translation should not be used for testing purposes, and a sad fact is that it is still being used that way. Translation is not only a process that is going on from one language or another but a skill that children can use every day. Thus, it is a shame that it is more often than not used in a way that does not live up to its full potential.

The Pedagogical Translation Framework is one of the possible ways how teachers can include translation in their lessons without it being boring, repetitive and maybe even easy. As per the students' answers, they appreciated the creativity they could express during the series of activities they tried in one lesson. It showed them and the teachers the other way of what translation can be and that it is not just a boring exercise that the teachers are making them do. The fact also is that many textbooks include various types of translation activities that teachers could use. Thus, they are not difficult to prepare, not more than any other activity we can do in a language classroom.

The hope is that in the future, more teachers will include translation in their lessons creatively and with purpose and that translation will shed the reputation of a boring, repetitive, unnecessary or useless task.

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## APPENDICES

### Appendix A – Questionnaire 1 in English

#### Translation in language teaching 1

Hello,

my name is Anna Pelouchová and I am a student of Faculty of Education at the University of West Bohemia in Pilsen. I would like to ask you to fill this questionnaire which will be used in a research part of my graduate thesis.

The questionnaire will take you only a few minutes and is focused on use of translation in English lessons. After that you will do a translation activity with your teacher and an exit questionnaire.

Thank you so much for your participation and your time!

- 1) First name and first letter of your surname (e.g., Anna P.)

\_\_\_\_\_

- 2) Age (write as a digit e.g., 14)

\_\_\_\_\_

- 3) School grade

- 9<sup>th</sup> lower-secondary
- 8<sup>th</sup> lower secondary
- 11<sup>th</sup> secondary
- 12<sup>th</sup> secondary

- 4) How many years have you been studying English? (Write as a digit e.g., 7)

\_\_\_\_\_

- 5) What is your relationship to English as a subject?

- I like it, it is my favourite subject
- I don't mind it
- I don't like it, it is my least favourite subject

- 6) What are translation activities according to you? (You can choose multiple)
- Translation from one language to another
  - Interpreting
  - Rewriting of a text from one type to another (e.g., a story from an article)
  - Rewriting of a historical text onto modern language
  - Interpretation of signs
  - Text summarization
  - Sign language interpretation
  - Making book adaptations
  - Creation of subtitles for films and TV series
  - Writing of a story for a picture book
  - Other: \_\_\_\_\_
- 7) What type of activities do you do in your lessons? (You can choose multiple)
- Translation of sentences
  - Translation of words
  - Interpreting
  - Other: \_\_\_\_\_
- 8) How often do you do them in your English lessons?
- Every lesson
  - Every week
  - Once a month
  - Once every semester
  - More than once every semester
  - Never
- 9) What is the purpose of these activities? (You can choose multiple)
- Examination
  - Testa
  - Practice
  - To fill in time

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Other: \_\_\_\_\_

10) What is their form?

Spoken

Written

11) What do you like about these activities?

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12) What do you dislike about these activities?

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13) How are these activities important for your future?

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14) What do you take away from these activities? (You can choose multiple)

New grammar

New vocabulary

Pronunciation

New skills

Other: \_\_\_\_\_

15) Here is a space for comments on the topic or questionnaire.

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## Appendix B – Questionnaire 1 in Czech

### Překlad ve výuce 1

Dobrý den,

jmenuji se Anna Pelouchová a jsem studentkou Fakulty pedagogické Západočeské univerzity v Plzni. Ráda bych Vás požádala o vyplnění tohoto dotazníku, který bude sloužit jako podklad pro výzkumnou část mé diplomové práce.

Dotazník zabere pár minut a je zaměřený na využití překladu ve výuce anglického jazyka. Poté Vás čeká s Vaší paní učitelkou jedna překladatelská aktivita a závěrečný dotazník.

Děkuji moc za Vaši ochotu a čas!

1. Křestní jméno a počáteční písmeno Vašeho příjmení (např. Anna P.)

\_\_\_\_\_

2. Věk (napište číslicí např. 14)

\_\_\_\_\_

3. Ročník ve škole

- 9. ročník ZŠ
- 8. ročník ZŠ
- 2. ročník SŠ
- 3. ročník SŠ

4. Kolik let se učíte anglicky? (napište číslicí např. 7)

\_\_\_\_\_

5. Jaký mate vztah k angličtině?

- Mám ji rád/a, je to můj oblíbený předmět
- Nevadí mi
- Nemám ji rád/a, je to můj neoblíbený předmět

6. Co jsou podle Vás překladatelské aktivity? (můžete vybrat více)

- Překlad textu z jednoho jazyka do druhého

- Tlumočení
- Přepsání textu do jiného typu (např. Z článku udělat příběh)
- Přepsání historického textu do moderní podoby
- Vysvětlení významu značek
- Shrnutí textu
- Interpretace znakové řeči
- Adaptování příběhu do filmové podoby
- Tvorba titulek pro filmy a seriály
- Psaní příběhu k obrázkové knížce
- Jiná: \_\_\_\_\_

7. Jaká cvičení děláte během hodin? (můžete vybrat více)

- Překlad vět
- Překlad slovíček
- Tlumočení
- Jiná: \_\_\_\_\_

8. Jak často je v hodinách angličtiny děláte?

- Každou hodinu
- Každý týden
- Jednou za měsíc
- Jednou za půl roku
- Více než jednou za půl roku
- Nikdy

9. Jaký účel tyto aktivity mají? (můžete vybrat více)

- Zkoušení
- Testy
- Procvičování
- Zaplnění času
- Jiná: \_\_\_\_\_

10. Jakou mají formu?

- Slovní
- Písemnou

11. Co vás na těchto cvičeních baví?

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12. Co Vás na těchto cvičeních nebaví?

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13. Jak jsou pro Vás tato cvičení užitečná pro budoucnost?

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14. Co si z těchto cvičení odnášíte? (můžete vybrat více)

- Novou gramatiku
- Novou slovní zásobu
- Výslovnost
- Nové dovednosti
- Jiná: \_\_\_\_\_

15. Zde máte prostor pro vaše připomínky k dotazníku či tématu.

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## Appendix C – Translation activity, text and instructions

Instructions for the teacher:

- 1) Explain to the students what you will be doing this lesson.
- 2) Have them fill out the questionnaire called **Překlad ve výuce 1**
- 3) *Pre-translation activity 1:* Look at the vocabulary preview, translate the words together.
- 4) *Pre-translation activity 2:* Let them read the text and have them underline main ideas of each paragraph.
- 5) *Translation activity 1:* In groups of 2-3 have them think of a headline for each paragraph. Check together and vote on the best one.
- 6) *Translation activity 2:* In the groups translate the headlines (according to the time, either every headline, or one every group, every group different headline), check together, does the class like it? Would anybody translate it differently?
- 7) *Post-translation activity 1:* In a few written sentences, students summarize the text.
- 8) *Post-translation activity 2:* Have a discussion about the text and the activity, what they liked, disliked. Is that a translation activity?
- 9) Have them fill out the questionnaire called **Překlad ve výuce 2**

**The whole series aims:**

- **Level A2:** *Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.*
- **Level B1:** *Can summarise in writing the main points made in straightforward, informational texts.*

**Pre-translation activities aim:** *Students understand the text and can translate the key phrases.*

**Translation activities aim:** *Students create a headline for each paragraph based on the most important information in it.*

**Post-translation activities aim:** *Students can summarize the text in a written form.*

**Vocabulary:**

<b>TO BREAK INTO</b>	
<b>WITNESS</b>	
<b>ONGOING</b>	
<b>CASHIERS</b>	
<b>APPEAL</b>	

**Thieves break into downtown banks**

Yesterday afternoon thieves broke into three banks in the centre of Abidjan and escaped with \$25 million. This was the biggest robbery in the country's history. Police have not made any comment and the investigation is still ongoing.

According to witnesses, the three banks were attacked at the same time and in the same way. Three identical black vans arrived at 2.30 pm outside the banks, an hour before closing time. A number of armed robbers got out of the vans walked into each bank. There were five people in each team. It was impossible to identify them on the cameras because everyone was wearing a helmet and black clothing. No-one spoke. The robbers made signs to tell the customers to lie on the floor. In one bank people started to panic and a robber shot into the air to make people quiet. Two people guarded the customers and the bank staff. The others made the managers put all the money from the cashiers into bags. They also forced the managers to open the safe and took jewelry as well as money.

Each raid was very efficient. They took no more than 10 minutes to get in and out of the bank with the money. No-one tried to call the police. The bank workers said they were too scared.

As soon as the robbers left, the managers hit the alarm buttons and police arrived minutes later. But it was too late, the robbers had gone. Later police found the three cars on different roads out of town. There was no sign of any of the money. They still don't know the identity of the robbers and are appealing to anyone who was in any of the banks at the time or anyone who was outside the banks in the street.

**Appendix D – Questionnaire 2 in English****Translation in language teaching 2**

Hello,

my name is Anna Pelouchová and I am a student of Faculty of Education at the University of West Bohemia in Pilsen. I would like to ask you to fill this questionnaire which will be used in a research part of my graduate thesis.

The questionnaire will take you only a few minutes and is focused on the activity you did with your teacher.

Thank you so much for your participation and your time!

1. First name and first letter of your surname (e.g., Anna P.)

\_\_\_\_\_

2. Age (write as a digit e.g., 14)

\_\_\_\_\_

3. School grade

- 9<sup>th</sup> lower-secondary
- 8<sup>th</sup> lower secondary
- 11<sup>th</sup> secondary
- 12<sup>th</sup> secondary

4. What was the purpose of the activity according to you? (You can choose multiple)

- For practice or gain of new grammar
- For practice or gain of new vocabulary
- For gain of new skill
- Other: \_\_\_\_\_

5. Did you like the activity?

- Yes
- No

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6. What did you like or dislike about the activity?

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7. Would you like to do a similar activity again?

- Yes
- No

8. What are translation activities according to you? (You can choose multiple)

- Translation from one language to another
- Interpreting
- Rewriting of a text from one type to another (e.g., a story from an article)
- Rewriting of a historical text onto modern language
- Interpretation of signs
- Text summarization
- Sign language interpretation
- Making book adaptations
- Creation of subtitles for films and TV series
- Writing of a story for a picture book
- Other: \_\_\_\_\_

9. Here is a space for comments on the topic or questionnaire.

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**Appendix E – Questionnaire 2 in Czech****Překlad ve výuce 2**

Dobrý den,

jmenuji se Anna Pelouchová a jsem studentkou Fakulty pedagogické Západočeské univerzity v Plzni. Ráda bych Vás požádala o vyplnění tohoto dotazníku, který bude sloužit jako podklad pro výzkumnou část mé diplomové práce.

Dotazník zabere pár minut a je zaměřený na aktivitu, kterou jste absolvovali se svou paní učitelkou.

Děkuji moc za Vaši ochotu a čas!

1. Křestní jméno a počáteční písmeno Vašeho příjmení (např. Anna P.)

\_\_\_\_\_

2. Věk (napište číslicí např. 14)

\_\_\_\_\_

3. Ročník ve škole

- 9. ročník ZŠ
- 8. ročník ZŠ
- 2. ročník SŠ
- 3. ročník SŠ

4. K čemu podle Vás aktivita byla? (můžete vybrat více)

- K procvičení nové či získání nové gramatiky
- K procvičení či získání nové slovní zásoby
- K získání nových dovedností
- Jiná: \_\_\_\_\_

5. Bavila Vás aktivita?

- Ano
- Ne



6. Co Vás na aktivitě bavilo či nebavilo?

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7. Chtěli byste si podobnou aktivitu zopakovat?

- Ano
- Ne

8. Co jsou podle Vás překladatelské aktivity? (můžete vybrat více)

- Překlad textu z jednoho jazyka do druhého
- Tlumočení
- Přepsání textu do jiného typu (např. Z článku udělat příběh)
- Přepsání historického textu do moderní podoby
- Vysvětlení významu značek
- Shrnutí textu
- Interpretace znakové řeči
- Adaptování příběhu do filmové podoby
- Tvorba titulek pro filmy a seriály
- Psaní příběhu k obrázkové knížce
- Jiná: \_\_\_\_\_

9. Zde máte prostor pro vaše připomínky k dotazníku či tématu.

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**Appendix F – Structured interview in English**

1. Have you completed any course focused on integration of translation into language lessons?
2. Do you include any translation activities into your lessons? Which ones?
3. How often do you use them?
4. How difficult are translation activities on preparation?
5. Why do you use translation activities? What is their goal?
6. What is the students' attitude towards them in comparison to regular activities?
7. During the activity you used Pedagogical Translation Framework. Did it help the students reach these goals?
8. Was there any part of the activity you didn't have time to finish?
9. Will you use the framework and other translation activities in your future lessons?

**Appendix G – Structured interview in Czech**

1. Absolvovala jste nějaký přípravný kurz na integrování překladu do výuky?
2. Používáte překladatelské aktivity během hodin? A jaké?
3. Jak často je používáte?
4. Jak jsou překladatelské aktivity náročné na přípravu?
5. Za jakým účelem tyto aktivity používáte?
6. Jaký k nim mají žáci postoj v porovnání s běžnými aktivitami?
7. V aktivitě byl využit Pedagogical Translation Framework. Dosáhli díky němu dle Vás žáci cílů?
8. Byla nějaká část aktivity, kterou jste při hodině nestihli?
9. Využijete framework a další překladatelské aktivity znovu v dalších hodinách?

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## SUMMARY IN CZECH

Tato diplomová práce se zabývá problémem používání překladu v hodinách angličtiny. Vysvětluje jeho výhody a nevýhody. Zdůrazňuje také důležitost role učitele v celém procesu. Cílem práce bylo zjistit skutečné využití překladu na vybraných českých základních a středních školách, jak jsou využívány a za jakým účelem. Navrhuje také možný způsob jeho integrace do výuky prostřednictvím Pedagogického překladového rámce, který je vyzkoušen ve výzkumné části práce. Pojednává také o tom, zda existují nějaké problémy při používání překladu a rámce ve třídě. Teoretická část shrnuje nezbytné poznatky důležité pro výzkumnou část práce. Zvolené výzkumné metody byly kvantitativní a kvalitativní; dva dotazníky pro studenty, praktický soubor aktivit a rozhovory s učitelkami. Výzkum ukázal, že překlad se ve třídě používá, i když ne vždy efektivně. Ukázalo se také, že zařazení překladu je mnohem jednodušší, jak se může zdát, a že studenti oceňují kreativitu, kterou díky němu mohou v hodinách projevit. V neposlední řadě je vyzdvihován i význam učitelů a jejich názorů na celou problematiku a jak ovlivňují studenty.