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**THE EFFECTS OF TRANSLATION TASKS FOR
LEARNING DIFFICULT GRAMMAR STRUCTURES ON
INTERMEDIATE AND UPPER-INTERMEDIATE
LEARNERS**

TESIS
PARA OBTENER EL GRADO DE
LICENCIADO EN ENSEÑANZA DEL INGLÉS

PRESENTA
JESSICA ESMERALDA CONTRERAS LÓPEZ

ASESOR
Dra. Krisztina Zimányi

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Lectores:

MA TESOL Hilda Karina Caselis Ramírez

M. Ed. Patricia Anne Marie Houde

PhD. Kenneth Geoffrey Richter

DEDICATORIA

El presente trabajo de tesis quisiera dedicarlo a las personas que, quizá, sin saberlo, se convirtieron en mi motor para que el día de hoy pueda decir que sí se logró. Comenzaré por hacer mención de tres maestros que tuvieron un tremendo impacto para querer ser maestra. A mi queridísimo y siempre divertido maestro de historia, el Lic. Leopoldo Becerra Ramírez, quién me motivaba cada día a querer ir a la preparatoria con tal de deleitarme con su clase. A mi maestra, amiga e inspiración; a la primera persona que cultivó y alimentó en mí el profundo amor por el idioma inglés al ver en ella toda la pasión que el hacer lo que más le gusta a uno puede crear: esto va por usted mi teacher, Lic. María del Sol Sánchez González. A mi maestro, el Mtro. Jeff Yeager, cuyo ángel, carisma y profesionalismo, me permitió conocer talentos que no creía poseer. A cada uno de ustedes le dedico este trabajo. ¡Su recuerdo siempre permanecerá conmigo!

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Finalmente, esta tesis se la quisiera dedicar a todos aquellos que como yo tuvieron que labrarse la oportunidad de estudiar una carrera universitaria al ser estudiantes y trabajadores. Y, que si ya de por sí es mucho decir que hacer ambas actividades a la par es sinónimo de respeto, les dedico este trabajo a quienes buscaron la excelencia al jugar ambos roles.

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ABSTRACT

The current thesis discusses the effects brought about by translation tasks on English learners in their efforts to acquire reported speech or indirect speech structures (Collins, Trofimovich, White, Cardoso & Horst, 2009). Working within a mixed quantitative-qualitative approach, an action research project was carried out with the participation of 14 intermediate, and 7 upper-intermediate learners. The data was collected from pre- and post-activity tests on reported speech as well as four translation tasks completed by the students, where the emphasis is on translation as a, mostly collaborative, process, rather than a product, as suggested by D'Amore's (2015) *pedagogical translation* concept. In addition, video-recordings of the classes and researcher diaries complemented the material. The findings indicate that, somewhat predictably, upper-intermediate learners fared better and displayed a lesser variety of errors than their intermediate counterparts. Nevertheless, the intermediate class also showed progress, for instance, with a decrease in the number of no completions and incomplete sentences from the pre- to the post-activity tests, which seems to corroborate a number of hypotheses posed by scholars (Ellis, 2003; Piaget, 1954; Sweller, 2016). In particular reference to the types of errors both groups of the students made, they were related to tense agreement. Finally, it is important to mention that the use of translation seemed to have helped participants in their learning and also increased their motivation.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

In this chapter, I will first address my motives for selecting the topic of the current research. Then, I will provide some context to help position my research within literature of the field. Afterwards, I will share with the readers the question and objective that will guide this research in order to justify the possible contributions of conducting a research like this can add to English language teaching. Last but not least, I will offer an overview of the chapters that define this thesis.

1.2 Motivation for carrying out the research

This paper reports on the findings of a research project I carried out concerning the use of translation activities in intermediate and upper-intermediate EFL classes. I became particularly interested in this topic during my senior year of the career. As part of the subjects we take in the last year, there is one subject in which we need to visit other English teachers and write ethnographic notes (Lengeling, 2013) about what we observe: teacher's performance, students' role, materials, and so on. On the other hand, there is another class, where we are the teachers observed by teacher trainers. For both classes, we are asked to complete reflective journals. Among the comments I received by these teachers and co-workers, I observed that there was more controversy when discussing if learners' mother tongue should be used or banned in class. During the BA, several professors have suggested that English teachers should expose learners to the L2 as much as possible. Nevertheless, there were some of them who still saw the use of students' L1 as an effective way to achieve our objectives in the classroom. Of course, these professors advised us to use the L1 judiciously, with specific goals in mind. So, when I was assigned higher levels in the language program I am currently working, I started designing activities that were both effective and recyclable. Among such activities, one of those that proved to be truly effective was translation when teaching challenging grammatical topics and vocabulary. Translation quickly became part of my favorite teaching techniques in these levels. Having read other teachers' stories of how successful their classes had been after incorporating students' mother tongue through translation, and after having observed something similar in my own

context, I decided to research this topic in order to make my own mind up concerning the issue.

1.3 Context

Translation in the language classroom is a controversial topic. We can appreciate this controversy throughout the history of language teaching. The Grammar-Translation Method (GTM), for example, considered translation as the fundamental technique for teaching the grammar of the target language (TL). This was done through a series of disconnected sentences or texts where the grammatical point to be learned was highlighted or demonstrated. The use of learners' first language or mother tongue (L1) helped learners acquire what were considered the most important elements for learning a language: its structure and vocabulary. This language teaching methodology was popularly spread during the 18th and 19th centuries and followed the tenets on which classical languages like Latin and Greek, and then modern languages such as French or German were taught (D'Amore, 2015; Flores-Kupske, 2015).

The use of translation was overshadowed with the arrival of new methods that emphasized communicative aspects of language acquisition over the passive knowledge of the second or foreign language (L2) (Al-Amri & Abdul-Raof, 2014). The Direct Method (DM) and the Communicative Language Teaching method (CLT) are some examples. These new proposals were founded on naturalistic principles (Flores-Kupske, 2015), that is, the idea that L2s are learned in a fashion similar to the way we acquire our L1. Drawing on these principles, the use of the learners' mother tongue was discouraged because, in the view of those who supported these more modern methods, the L1 was unnecessary and even confusing. Authors like Sauveteur and Berlitz (Richards & Rodgers, 2001) believed that time would be better spent if devoted to achieving TL communicative competence through oral practice. The reason behind this shift in favor of the speaking skill had to do with the increasing mobility registered at the time, where language production was necessary for trading and religious purposes, among others (Flores-Kupske, 2015; Popovic, 2001).

A couple of drawbacks in these communicative methods have been observed. For instance, among the criticism these methods received, the preference for teaching speaking over reading skill was discussed. Due to its close association with the GTM, and thus, the

focus on language structure (Lee, 2013), the reading skill was practically rejected in the DM and CLT. Speaking was considered “more communicative” than reading (Nunan, 1999). Another disadvantage of these methods was pointed out when instructors spent more time *talking about* the language than actually *using* the language to communicate. It was seen that in teachers’ attempt to keep the communication in the L2, precious time was dedicated to explanations that could have just easily avoided if learners’ mother tongue had been used, instead. Thus, the initial principle that these methods support, namely, using language to communicate in real life situations could not be accomplished (Richards & Rodgers, 2001).

Since the late 1980s, the pendulum has again swung back, with some researchers (cite) arguing for the use of learners’ L1 in the L2 classroom. Different alternatives have been suggested. However, the term translation, as it has been understood by these sympathizers was clarified. Previous associations, and general assumptions such as equating this term with *the* use of learners’ mother tongue (i.e., as if this was the only way through which learners’ L1 could possibly been used in class) was differentiated. Along with these explanations, proposals for the systematic use of translation in the language classroom began to be offered, thus developing the pedagogical translation term (Al-Amri & Abdul-Raof, 2014; D’Amore, 2015; Leonardi, 2011; Popovic, 2001). The basic tenet behind this concept is the understanding that translation is a process that learners can naturally exploit. For example, research has found that translation can be used as a means to achieve high command of lexical knowledge (Belpoliti & Plascencia-Vela, 2013; Ibáñez-Moreno & Vermeulen, 2013; Leonardi, 2011); reading comprehension (D’Amore, 2015; Lee, 2013), and TL grammatical knowledge (Lia, 2006, cited in Flores-Kupske, 2015), to mention a few.

As regards this last aspect, some authors (Källkvist, 2013; Korošec, 2013) comment on the progress advanced learners in the TL can make if translation is used to draw students’ attention to those grammatical features that are considered difficult to acquire. These authors, nevertheless, remark that their studies need to be replicated with different language pairs to confirm the reliability of their findings.

1.4. Research question and objectives

Given the dearth of studies on the impact of translation on gaining grammar knowledge, in this thesis I tried to study the effects translation between English and Spanish

languages had on English learners' grammatical knowledge. Specifically, this thesis aimed to answer the following question:

What is the effect of translation tasks on learning difficult grammar structures for intermediate and upper-intermediate English learners?

The objective of this research is:

to contribute to the clarification of the use of translation in the language classroom not because of their previous associations with the Grammar-Translation Method, but because of its added value to L2 learning.

1.4 Justification of the research

Teaching English for me in my particular context has been synonymous with adaption, effectiveness, variation, and preparation. Each group of learners is different. Each class demands different skills and set up new challenges for you. That is why I think language teachers should incorporate as many different teaching approaches to create a “mixture” that works well in their specific classrooms. Of course, this is not easy. Since much information is discovered all the time in the field of Applied Linguistics field, I think that on-going preparation is vital for us to keep updating our own teaching practices. Therefore, I see in this research the possibility of sharing new insights in a controversial matter that is worth discussing. It is through this research that I hope to contribute for those language teachers who, like me, have seen value in translation tasks for those undeniable difficult topics we need to teach to our students.

1.5 Structure of the thesis

This thesis is divided into five chapters. Chapter 1 offers a brief introduction to the present research. Chapter 2 reviews the literature in order to explain the work that has been done in relation to the topic of this research, and understand its importance for the language learning and teaching field; Chapter 3 outlines the methodological choices I made, and the research techniques I drew upon for conducting the current paper. Chapter 4 describes the findings of the research, and possible interpretations for these. Finally, Chapter 5 summarizes the outcomes of the research, and offers future research areas on the topic.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to review the current literature regarding the use of translation in the L2 classroom, mostly based on studies regarding second language acquisition (SLA) studies and translation as a pedagogical tool. First, in order for me to define what complex grammar structures are, I will take the reader on a brief trip in the field of SLA, where I will link the role of variables such as instruction with the acquisition of complex structures. Second, I will define the concept of translation tasks as applied in this research. To do so, I will distinguish the common associations translation in the language classroom has been equated to (i.e., learners' L1 and the GT method), and the way I actually used this term throughout my thesis. Along with this clarification, I will provide insights on methodological proposals for the inclusion of pedagogical translation in the language classroom, and some of the benefits that its practice may have on learners. Finally, I will offer a conclusion.

2.2 Second Language Acquisition studies

What are the effects brought about by translation tasks on English learners? There are various fields in linguistics that are concerned with giving answers that describe what happens to learners' brain while processing L2 input when they translate. Some examples are Psycholinguistics and Second Language Acquisition (SLA). Zannirato (2008) defines this last field as “[...] the discovery of general principles and processes that underlie knowledge of a second language ... [it] seeks to relate these findings to our broader understanding of *cognition and behavior*” (p. 23, added emphasis mine). That is, in order for us to map the possible effects that activities (e.g., translation) performed in the language classroom may have on language students, we need to rely on the outcome of other studies in relation to cognitive effects and link these to our own research findings.

There are several variables that contribute to our way of interpreting what we obtain from our research and its connection to SLA studies. For instance, we can look at learner, teacher and curricular variables. Authors including Tanner, McLaughlin, Herschensohn and Osterhout (2013) have been interested in learners' individual differences as variables. Dörnyei and Skehan (2003), Naiman, Frölich, Stern and Todesco (1996), Robinson (2002)

and Skehan (1989) found that, apart from the common factors that have been typically correlated to L2 learning success (i.e., intelligence, language aptitude, learning strategies, and motivation), learners differed primarily in their working memory capacity, which allowed them to advance at different rates in grammatical structures' developmental stages (cited by Tanner *et al*, 2013). In addition, Tanner *et al*'s (2013) study found that motivation was a stronger variable than language proficiency (p. 379).

Other authors have focused on the teacher and the curriculum as variables (Collins, Trofimovich, White, Cardoso & Horst, 2009; Ellis, 2006a; Ellis & Shintani, 2014). For example, Ellis and Shintani (2014) comment upon the role that explicit instruction plays in developing implicit knowledge, which is considered the ultimate goal of any language learner hoping to automatize his L2 knowledge. They distinguish and identify the effects of explicit instruction (e.g., teaching either deductively or inductively) for acquiring implicit knowledge. Ellis and Shintani (2014) remark that

“even if instruction is powerless to ensure implicit knowledge of an entirely new feature [...], it may still be effective in assisting learners to progress along a developmental sequence and to achieve greater control over a feature that is already partially acquired” (p. 95).

This is related to Zannirato's (2008) statement as regards differing structures students have already acquired and structures that are “present but not yet automatized” (p. 31). Ellis and Shintani (2014) claim that for this knowledge to be internalized, instruction, which integrates communicative activities and continued exposure to the structure that was presented, needs to be guaranteed. The authors also discuss metalanguage and speculate that it may help learners to become aware of linguistic factors; to explicitly discuss structures that are considered highly complex; to talk about language precisely, and to activate their previous knowledge when facing new structures (p. 89).

Finally, authors like Sweller (2016) provide understanding for those who are interested in all three of these variables (i.e., learner, teacher and curricular) when interpreting research findings. In terms of individual differences that have a clear impact on the way teachers should teach and the type of curriculum they should follow, he suggests pondering the quantity of new information we present to our learners. Sweller considers that because each individual has different working memory capacity, “it is important that instruction reduces

all sources of extraneous cognitive load” (p. 362). According to this author, one of the ways to do so is through explicit instruction, which serves as a guide for learners. Nevertheless, while advocating the need to reduce cognitive load, he proposes to increase the variability of activities through which additional information is presented (p. 365).

2.2.1 Grammar instruction and its relationship to SLA theory

According to Savignon (1997), for language learners to be considered communicatively competent in an L2, they must prove knowledge on four components of the TL: sociolinguistic, discourse, strategic and grammatical (pp. 40-47, cited in Pekkanli, 2012, pp. 955-956, describing Hymes taxonomy of communicative competence). In their attempt to gain insight into the most effective way to equip students’ to be competent in the TL, researchers have drawn on SLA studies concerning these different elements. Developing grammatical competence has been of special importance for researchers and teachers. By recognizing that grammar is a compulsory matter in language classes, scholars have tried to find the type of instruction that benefits students most. To follow up on this argument, I will next describe research findings on what constitutes effective grammar teaching.

First of all, what do we mean by grammatical competence in an L2? Perhaps to truly comprehend what grammatical competence is, we need to first define grammar and competence. Cook and Singleton (2014) state that grammar refers to “the ability to put sentences together to *convey a meaning* and the ability to *squeeze the meaning* out of them” (p. 56, added emphasis mine). In other words, the authors consider that knowing grammar means being able to produce and make sense of structures to express and/or understand a message in a given language. In relation to the next term, in the field of linguistics, competence is concerned with the two concepts mentioned above: production and understanding. That is, linguistic competence refers to the productive and receptive skills a person has when communicating in a language. Regarding this, DeKeyser (2005), based on Krashen’s (1985) Input Hypothesis, comments that it is through input processing that we become capable of developing competence in language.

Now that we understand what is involved in acquiring grammatical competent, I will turn the discussion towards how the teaching of grammar has contributed to helping students to achieve this goal. Ellis (2006a) mentions that instructing students on grammar concerns

“any instructional technique that draws learners’ attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production.” This is similar to Cook and Singleton’s (2014) statement quoted above. However, Ellis (2006a) adds that this is provided for learners so that they can “*internalize*” what they are being taught (p. 84, added emphasis mine). Ellis provides tentative answers to eight questions of relevance for instructing students on grammar, considering the findings in SLA studies:

1. Should we teach grammar?
2. What grammar should we teach?
3. When should we teach grammar?
4. Should grammar instruction be massed or distributed?
5. Should grammar teaching be intensive or extensive?
6. Is there any value in teaching explicit grammatical knowledge?
7. Is there a best way to teach grammar for implicit knowledge?
8. Should grammar be taught in separate lessons or integrated into communicative activities? (Ellis, 2006a, pp. 83-84)

It is questions 1, 2, and 7 that I will discuss next. The first point we need to ponder is to decide if we should teach grammar in the first place. Ellis (2006a) mentions several studies to answer this question. However, it is Long’s (1988, as cited in Ellis, 2006a) research that caught my attention. This author draws a comparison between the results obtained from learners who received and did not receive grammar instruction; Long found that students who were taught grammar explicitly progressed more rapidly and achieved higher levels of proficiency than students who were not instructed in grammar. Therefore, Ellis supports the use of explicit instruction due to its self-evident linguistic gains; yet, he considers more research is needed.

Concerning the second question, Ellis (2006a) proposes that when teaching grammar, we should “establish connections between form and meaning” because this “is a fundamental aspect of language acquisition” (p. 86). Thus, grammar instruction goes beyond teaching

form only, and rather this author argues that students should also know about usage. In relation to question number 7 (about the best way to teach grammar for implicit knowledge), Ellis (2006a) comments that explicit instruction for grammar teaching is effective and promotes implicit knowledge when two conditions are carefully considered: learners' readiness in the developmental stage of a given structure and the difficulty of the structure at hand. These two elements (i.e., when a student is ready to learn a structure and when the structure to be learned is appropriately challenging but not excessively so) make learners more prone to noticing the structure and/or to noticing the gap(s) in their interlanguage (Schmidt, 1990). Along with these answers, the author makes a final remark: to offer students a variety of approaches.

Having said all this, we may conclude from the statements above that for students to progress quickly and achieve high-level grammatical competence in the L2, teachers should: 1) relate form and usage of any structure known to students (i.e., a communicative-pragmatic approach), 2) teach structures that are developmentally-appropriate for students, and 3) present structures by drawing on different techniques.

The matter of grammar and the impact of grammar instruction on learners has been well-researched. One interesting way to approach the issue has been by defining what makes some structures more difficult than others. Researchers, having noticed that structures were not learned at the same rate by all learners, decided to explore the reasons as to why this was the case. Various explanations for the degree of difficulty in learning different grammatical structures understanding were proposed, which I will now review.

2.2.2 Complex structures

Collins *et al.* (2009) examined what makes a grammatical structure difficult to learn. The authors present four different perspectives to understand this phenomenon: 1) acquisition, 2) linguistic, 3) psycholinguistic and 4) pedagogical angle. The first one, known as the "acquisition perspective" or "focus on learner behavior perspective", argues that labeling a grammatical structure as difficult or easy involves answering if the structure is acquired early or late in the SLA process. They describe difficult grammatical structures as "those that take time to be mastered (or even emerge) and/or those for which the full range of formal functional aspects develop in stages over time" (p. 337). That is, researchers pay

close attention to the order of acquisition language learners undergo to decide which category a certain grammatical structure should fall under: the “easy” group or the “difficult” one. Nevertheless, due to the lack of consistency regarding this perspective, the validity of this proposal has been called into question (DeKeyser, 2008).

The following perspective, the linguistic one, looks at the language itself. The authors rely on three main linguistic features of any structure: its similarity to learners’ L1, its markedness, and the number of transformations needed to arrive at the final, accurate structure. For example, through comparisons of grammatical structures between the learners’ L1 and the ones of the TL, researchers predict how difficult one structure may be to learn. Significant differences account for complex structures; minor differences result in easy structures. By markedness, the authors mean the nature and articulation of the structure. In Rice’s (2007) words, complex structures are “marked forms [...] ‘less natural’, ‘less common’ [...] and/or ‘harder to articulate’” (p. 338, cited in Collins *et al.*, 2009). Even more interestingly, this perspective proposes that depending on the number of transformations needed for a structure to be built, difficulty may vary. In the same fashion as L1 and L2 comparison, and according to Collins *et al.* (2009), the greater number of transformations required, the more difficult a structure is; the fewer number of transformations required, the easier a structure is. However, just as in the previous perspective, studies have been found to lack psychological validity (Ammar & Lightbown, 2005; Bardovi-Harlig, 1987; Berwick & Weinberg, 1983; Robinson, 1996; Slobin, 1966).

The third aspect, the psychological perspective, addresses the issue by contemplating the interaction between learners and the input they receive. The authors affirm that it is through frequency that students can make intuitions about grammatical structures. For instance, if they receive constant input of a particular structure, the message is straightforward, and the structure is considered easier. In contrast, in the case of input they hardly ever have access to, the structure is difficult. As Ellis (2006b) puts it, language learners become “intuitive statisticians” (p. 1). Moreover, DeKeyser (2005, p. 2) adds that when learners receive input, they may face several other problems depending on each structure’s *form, meaning* and *form-meaning relationship*. For instance, problems related to redundancy, multiple interpretations, optionality or selective attention phenomena, to

mention a few. Thus, classifying a structure as either easy or difficult involves learners filtering the input to which they are exposed.

Finally, the last perspective, the pedagogical one, focuses on the teacher and his or her presentation of the language rules. That is to say, depending on the teacher's judgments and the amount of metalanguage needed for a structure to be understood, one can predict its difficulty. Therefore, we need to consider these two elements. If instructors consider a structure to be difficult, it is *ipso facto* difficult. The opposite is also true: If instructors consider a structure to be easy, it may be considered as easy. Likewise, the need for complicated, long, repeated explanations will contribute to a given structures to be considered difficult, whereas short explanations imply that a given structures can be considered easy. As we will see in Chapters 3 and 4, it is this last perspective that I will concentrate on regarding the structure I based my research on: reported speech, or indirect speech, as it is sometimes called.

2.3 Translation in the Language Classroom

In this section, I will introduce the second major theme of this chapter, which is translation. First, I will provide a definition of translation as it was used in this paper. Second, I will describe the skills required and exercised in the translation process. After that, I will explain the different ideas that authors such as Albir (1999), D'Amore (2015), Flores-Kupske (2015), Krajka (2004), Leonardi (2011), Nadstoga (1996), Popovic (2001) and Zannirato (2008) have proposed to design a methodological application through which translation can be brought into the language classroom. Finally, I will address the benefits translation exercises offer to English language learners.

In order for us to be able to connect what has been previously explained with translation in the language classroom, a bit of clarification on the topic is needed. To begin with, I offer a description of what I mean by the concept of translation in my research, given that in the language learning and teaching field it has often been mistakenly interpreted. Various reasons have contributed to this misunderstanding. One of the most commonly spread ideas is that translation is equivalent to the use of learners' L1; another common misconception has been that translation in the language classroom equals or is interchangeable with the Grammar-Translation (GT) method.

The former idea equates translation with the use of the language learners' mother tongue. Different authors have warned about spreading this equivalence (Al-Amri & Abdul-Raof, 2014; Leonardi, 2011). Similarly, acknowledged by González-Davies and Scott-Tennent (2009), Leonardi (2011) points out that "although these two terms are often seen as synonyms they are not the same thing as they involve different skills and strategies" (p. 17). Furthermore, Leonardi (2011) explains that translation is one of many ways of implementing L1 in the classroom, only one of which is the GT method. For over a century, translation was used as the main strategy for learners to practice and test grammatical rules. As a consequence, many still consider the use of this traditional language method a common practice (Flores-Kupske, 2015; Lee, 2013).

Nevertheless, several studies have now reconsidered these simplistic associations. For example, scholars notice that translation is a "natural psychological process in second language development" (Stern, 1992, cited in Ghorbani, 2011, pp. 1654-1655); or "an unconscious correlate of second-language comprehension [...] and inevitable element in foreign-language comprehension" (Therry & Wu, 2007). In other words, it is now recognized as a *cognitive* process that allows the information of the L2 to be "mapped against that of the mother tongue" (Al-Amri & Abdul-Raof, 2014, p. 7). It has also been observed that translation is the only regular strategy of language learning (Izquierdo, García-Martínez, Garza-Pulido & Aquino-Zúñiga, 2016, p. 26; Popovic, 2001, p. 2).

2.3.1. *Translation skills*

In addition, several academics elaborate more on the skills related to translation while learning/acquiring a L2. In agreement with Leonardi (2011), translation is a highly demanding activity for learners, because it involves various elements, including linguistic, cultural, communicative and cognitive components (p. 21). Klein-Braley and Franklin, (1998) also state that "translation is the transference of a given content from one culture to another", where "not only the structural linguistic aspects are at stake in the translation process, but also the original and target *zeitgeists*" (p. 56, cited in Flores-Kupske, 2015, p. 53). Moreover, Nadstoga (1996) emphasizes that translation demands from learners to take initiative, to become intuitive (i.e., "intuitive statisticians" as stated above by Ellis, 2006b, p. 1), and to take risks. Thus, all these skills depict a more truthful picture of what translation

involves, rather than limiting this strategy to the two overly simplified associations presented above.

2.3.2 Methodology of translation in the language classroom

First of all, it is necessary that we understand what I mean by pedagogical translation, since this is the type of translation that I followed in this research. As D'Amore (2015) writes,

Pedagogical translation [...] refers to the use of translation in the classroom, to *translation as a language learning activity*, an exercise in which translations are not necessarily produced in a final written form to be handed in, judged and graded, but rather carried out as a reading comprehension exercise, *something as a group activity*. (p. 119, added emphasis mine).

Similarly, Leonardi (2011) distinguishes between the kinds of activities other approaches have proposed for using translation. She highlights that pedagogical translation tasks can, for example, involve writing texts, and could be carried out in different directionality (i.e., from L2 to L1, from the L1 to the L2, or both). This is, from her view, the main difference between the traditional way to perceive translation (e.g., in the way it was used in the GT method) and what pedagogical translation proposes.

Other researchers elaborate more on the methodology one could follow when implementing pedagogical translation. One of the pioneers who advanced the use of translation as a pedagogical tool in the teaching and learning of foreign languages and envisaged the first steps to its use in the language classroom was Nadstoga (1996), who proposed the population to which translation activities would be directed. He recommended that, because of the complexity of translation, it would be the most appropriate for advanced and intermediate learners (pp. 136-137). In addition, the author distinguishes between communicative and semantic translation activities. The former refers to the appreciation of meaning over the form in which the message is conveyed. The latter is exactly the opposite, where attention to detail is devoted to the formal properties of the message. Regarding the same, Zannirato (2008) states that “a student misinterpreting a concept of the original text would probably be penalized much more severely than would another student making grammar mistakes” (p. 26). Thus, for Nadstoga (1996) pedagogical translation favors communicative over semantic translation tasks.

Another author who elaborates on these topics and who provides his own way to see translation in the language classroom is Popovic (2001). Unlike Nadstoga (1996), Popovic proposes that, if properly designed, translation activities can benefit all learners no matter their level of language competence. However, she agrees with the preference shown by Nadstoga for communicative over semantic types of translation tasks. Since “translation is a real-life communicative activity” (Widdowson, 1978, p. 20), it is our job to carefully create a plan for students to develop their knowledge in the L2. Popovic (2001) highlights that it is through these types of activities that learners become more autonomous in their language learning because “students are focused on what they are saying” (p. 3) and not on how they are saying it. Finally, the author warns us that if activities are not well-designed in terms of establishing the role of teacher and learners, translation can be a time-consuming device (p. 5).

Both these authors, however, agree that translation should not be offered as the exclusive activity that students have access to while learning the L2; Nadstoga (1996) and Popovic (2001) claim that variety is an essential element for learning to take place. By integrating other activities that require students to develop different skills, learners will be able to make the most out of the learning experience. In order for us to know what other activities can be used while working with translation, Flores-Kupske (2015) suggests envisaging “a series of diversified strategies that aim to meet the learning requirements of the learners, the reality of the teacher, and the context in which all this is happening” (p. 62).

A discussion on the role of translation in the L2 class would not be complete if it did not provide a discussion of the numerous erroneous ways in which translation has been implemented in the classroom. That is, while in the previous paragraphs I have attempted to clarify what some authors suggest *doing*, I will here specify a couple of things authors recommend *not to do*. Albir (1999, pp.18-20) comments upon four aspects many language teachers do not foresee when planning translation tasks: 1) clear criteria in the selection of texts, 2) the lack of procedural guidance, 3) the lack of differentiation between direct and reverse translation, and 4) the lack of instruction of the theory and the practice of translation (p. 61). That is to say, when designing activities, some teachers do not establish clear objectives for their use; they do not scaffold learnings when developing the activity and leave students to their own devices; they do not appreciate that, apart from designing tasks that

require learners to translate from L2 to L1, students could do work from L1 to L2, or use both types of directionality, and teachers lack basic knowledge of what translation actually involves. Krajka (2004) also comments that many teachers forget to set clear time limits for the translation tasks and contribute to students “getting stuck,” depriving them of receiving feedback from others (p. 3). Thus, by following clear guidelines like the ones stated above, we can possibly avoid making common mistakes that could interfere with the success of translation activities.

2.3.3 *Benefits of the use of translation in the English class*

If well applied, learners may have access to the multiple benefits pedagogical translation activities can provide. So, what are some of these benefits? According to Al-Amri and Abdul-Raof (2014), it is the pedagogical approach for using translation in the language classroom that enables learners to develop communicative skills, gain understanding and implicit knowledge of the L2. Also, Calis and Dikilitas (2012) indicate that “translation enhances [learners’] cognitive skills, making them more able to recall the meanings on their mind” (p. 5082). How is this possible? Brooks-Lewis (2009) explains that learners are capable of remembering what they are reviewing because instructors make a bridge between learners’ previous knowledge and the new information (p. 228). For example, this can be observed when presenting new vocabulary, where learners may already have lexemes (i.e., units of meaning) and they would just need to learn the lemmas in the L2 (i.e., the form). Since there are stronger connections to learners’ previous imaginary representations, memory is eased and students can remember better (Leonardi, 2011, p. 18).

Other authors discuss the benefits brought about by translation. This discussion has usually been around language development and noticing. For example, scholars comment on the way translation consolidates L2 structures that students have started acquiring and promotes their active use (Schäffner, 2002, p. 125). Källkvist (2013), also interested in this matter, comments that, due to the complex nature of translation tasks, when these are carried out in groups and guided by the teacher, learners engage in *linguaging*. This term refers to using language to talk about language (i.e., metalanguage). Therefore, through collaborative linguaging dialogues, it has been found that 1) the level of noticing structures can increase, 2) the more linguaging that is discussed among peers, the deeper the understanding of

grammar may become, and 3) the more elaborated and engaging languaging is, the more learning and consolidation may take place (p. 218).

Last but not least, benefits have been discussed in relation with the way translation can contribute to reduce anxiety. MacIntyre and Gardner (1994, in Neff, 2007) define L2 anxiety as “[...] the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 27). Scholars think that this anxiety could be originated by the language ego which most students, when arriving in a language class for the first time, have already developed. “In adolescence and adulthood the language ego is part of one’s self-identity, and developing a new language ego may be experienced as a threatening process” (Zannirato, 2008, p. 32). Thus, some authors found evidence of the use of translation as a means to reduce anxiety that can contribute to learning the TL. In a study carried out in Mexico, which is also the context of the current study, Brooks-Lewis (2009), reporting on the results of translation tasks, found that “the inclusion of the L1 reduces anxiety, enhances the effective environment for learning, takes into account socio-cultural factors, facilitates incorporation of learners’ life experiences and allows for learner-centered curriculum development” (p. 228).

The authors of these studies (Al-Amri & Abdul-Raof, 2014; Brooks-Lewis, 2009; Calis & Dikilitas, 2012; Källkvist, 2013; Leonardi, 2011; Schöffner, 2002) believe that the results they obtained need to be interpreted carefully when translation activities were developed in groups. Ghorbani (2011) explains that “since the predominant participant organization is not teacher-student [...], students [use] L1 to create humor and boost the atmosphere in the group” (p. 1658). Deller (2003) adds that group dynamics enhanced by translation tasks enable learners to receive feedback from their classmates, which inevitably has an impact for the self-confidence students feel when commenting something they have previously been corrected about (cited in Krajka, 2004, p. 3). Therefore, it appears that, if systematically implemented, translation can lead to a myriad of desirable outcomes for learners in their knowledge and acquisition of the TL, from affective benefits to cognitive ones. As discussed in detail in Chapters 3 and 4, I attempt to specifically improve learners’ grammatical competence by using thoughtfully designed translation tasks as a type of didactic strategy that applies pedagogical translation in the language classroom.

2.4 Conclusion

The aim of this chapter was to position my research topic within the existing literature on the use of pedagogical translation tasks in the second or foreign language classroom. In order to do so, I gave a brief overview of the literature on SLA studies and translation as a pedagogical tool in support of my research topic regarding these two fields. I also tried to clarify two terms that are salient to this study, translation tasks and acquisition of complex grammatical structures through the understanding of translation as a pedagogical tool, and complex grammatical structures as defined by from a pedagogical perspective offered by Collins, Trofimovich, White, Cardoso and Horst (2009). In the next Chapter, I will discuss the methodology I used while carrying out this research.

CHAPTER 3: METHODOLOGY

3.1 Introduction

In this chapter, I will describe the methodology I used for conducting this thesis. First, I will discuss where I carried this research out and who my participants were. Next, I will approach the research paradigm I followed. Then, I will share with the reader the research method on which I based this paper. After that, I will comment upon the different research instruments I drew on for analyzing the effects of my intervention such as learners' renditions of the translation tasks they had to solve, video observations, research journals, and personal notes. Last but not least, I will address a number of relevant ethical considerations.

To start with, I would like to repeat the aim of this thesis project and the research question that guided my research. When beginning this project, I aspired to understand the role translation plays in facilitating the teaching and acquisition of difficult grammatical structures in the English language. Accordingly, the following research question was formulated:

What is the effect of translation tasks on learning difficult grammar structures for intermediate and upper-intermediate English learners?

3.2 Research Paradigm

In order to understand why a mixed methods approach is the best alternative for answering the question posed in this thesis, I will give a quick summary of the differences between both paradigms and the way they fit in my research. Thus, I will first discuss quantitative research by highlighting the essential characteristics of this paradigm. Then, I will comment upon the context where quantitative research would be most suitable, and the benefits generated from selecting this paradigm. Next, I will define qualitative research, and I will also describe the particular features that characterize this philosophy. Finally, I will intertwine several ideas proposed by these two paradigms and provide a justification for drawing on a mixed methods approach with a tendency leaning towards the qualitative approach.

To recognize the benefits derived from quantitative research, it is fundamental to first comprehend the most special characteristics of this model. Among the three aspects explained by Muijs (2011), the first one has its origin in the human nature for trying to explain the surrounding phenomena, which applies for all types of research (e.g., quantitative or qualitative). For example, in ELT this can be appreciated in a question such as “How many English teachers think that a TESOL BA program has helped them reflect on their teaching practices?”

The next aspect deals with the numerical form of the data gathered through the use of this paradigm. Not all types of questions can be answered with numbers, therefore, this characteristic becomes fundamental when contrasting quantitative and qualitative paradigms. Once again, a question like “What percentage of English learners have language certifications in the L2?” could be answered in a quantitative approach.

Finally, the last characteristic consists of using statistical based methods to analyze the data. In fact, according to Muijs (2011), “The use of statistics to analyze the data is, however, the element that puts a lot of people off doing quantitative research” (p. 3). Since statistics is mostly used for these analyses, traditional associations refer to this as the most complex feature on which this paradigm is founded.

Although there are more benefits brought about conducting a quantitative over a qualitative approach, for the sake of brevity, I will only address a couple. The advantages I detail next arise in those contexts where quantitative research is the best research option. As it was discussed previously, one feature of quantitative research lies in the use of numerical format to analyze data. Thus, if the intention of the researchers is to uncover a possible numerical change such as frequencies, rates, number of, quantities, or percentages undoubtedly, the quantitative paradigm is their best alternative. For example, an obvious advantage is the contrast offered from the numbers registered at the beginning of the study to the ones obtained at the end, which enables making the analysis of the data clear and transparent.

The other benefit I explain is the use of quantitative research to test hypotheses. “We will collect the relevant data [...] and use statistical techniques to decide whether or not to reject or provisionally accept the hypothesis” (Miujs, 2011, p. 7). Drawing on statistical

based methods, such as statistics, allows researchers to find stronger support to inform their inquiries about research question they are attempting to answer. Consequently, the outcomes obtained through the use of this paradigm are fundamental for corroborating that what had been proposed as a hypothesis was supported or rejected by the research findings.

As it can be deduced from the previous arguments, given the nature of my research, namely that the data analysis involves the analysis of the students' errors, the most straightforward approach is a simple count. Therefore, this would require a research design that follows the quantitative paradigm.

However, given that I wanted to represent my interpretation (i.e., the researcher's voice) and the learners' interpretation (the participants' voice) of the events as they occurred in the language classroom (O'Leary, 2010, in Saldanha & O'Brien, 2013), the most appropriate paradigm for my project was the qualitative approach. In Mason's (1996) words, "Qualitative research refers to a complex array of perspectives and techniques that have grown out of diverse theories and disciplines" (p. 3 cited in Lankshear & Knobel, 2004, p. 68). The diversity that qualitative research can add to our research lies in the core characteristics that distinguish the qualitative from the quantitative paradigm. According to Marshall and Rossman (2011), qualitative research frequently:

- is enacted in naturalistic settings,
- draws on multiple methods that respect the humanity of the participants in the study,
- focuses on context,
- is emergent and evolving, and
- is fundamentally interpretive.

The first point refers to the possibility that we have to gather information where the phenomenon of the study emerges; that is to say, we research our topic of interest "as they occur within real-life contexts" (Lankshear & Knobel, 2004, p. 69). As the qualitative paradigm treats the world as it is, a place where there is complexity, the second point allows us to draw upon multiple instruments such as interviews, observations, and documents, among others, to gather the data. It is through the variety of outcomes that we collect from

these instruments that we can draw the big picture of the issue at hand, what Punch (2011) refers to as the “holistic” feature of qualitative studies.

In order to understand the next characteristic of qualitative research, we need to differentiate between setting and context in research. By natural setting, as stated above, we mean the place where the issue of study is typically carried out; by context, we concentrate on “other things happening at the time locally, in the state or province, nationally or around the world” (Lankshear & Knobel, 2004). This way researchers can make sense of the research outcomes by considering other elements that offer insightful information to thoroughly analyze these results. That is, focusing on context respects the natural complexity of the qualitative research.

In addition, qualitative research is characterized by its flexibility. That is, during the research process the researcher has to make necessary changes to his or her original research question as well as to the data collection. Regarding this feature, Marshall and Rossman (2011) affirm that being flexible enables researchers “to handle a complex and personal process, often making decisions in the field during *the unfolding, cascading, rolling, and emerging*” (p. 90, added emphasis mine). This represents a huge advantage for doing research. Since researchers cannot truly know how their research projects will develop, having the possibility to adjust their research while this takes place helps researchers be open to the unexpected.

Finally, the ultimate characteristic of qualitative research mentioned by Marshall and Rossman (2011) points out one of the most important aspects that distinguish the qualitative from the quantitative paradigm: its interpretive mode. As claimed by Lankshear and Knobel (2004), “The interpretive nature of qualitative approaches to investigating aspects of the social worlds of education leads many researchers to acknowledge that research actually *constructs realities*” (p. 73). Contrary to the general opinion in which researchers are depicted as unaffected individuals, the discursive characteristic of qualitative research allows us to approach research-doing from a different angle. For example, it is through this type of paradigm that the findings of research do not prescribe teachers, but help us shape and uncover our own contexts, teaching practices, and beliefs, to mention some. Therefore, research can serve those this was initially intended to serve, here, teachers.

Since every research instrument contributes to portraying those realities Lankshear and Knobel (2004) talk about (Hendricks, 2009), we can both offer our way to see things to make sense of the outcomes and “fill in any gaps that occur if only one source was used” (p. 80). Nevertheless, if we wish to give reliability to our research, we need to suspend our opinions and judgments during the research process. Indeed, this is one of the most difficult aspects teachers must consider when conducting qualitative research. Realizing the richness of this type of research, in my opinion, can encourage those educators interested in the qualitative model to use better ways to bracket and/or let their voices be heard when necessary. Of course, this is easier said than done, but with researchers’ willingness to do so, this can be achieved.

It is also worth mentioning that qualitative research gives two additional components that quantitative research does not offer thoroughly. That is, the possibility to accept the researcher’s interpretations offered to understand a phenomenon and the knowledge obtained in the research process. As stated by Maykut and Morehouse (2003), “the outcome of any [qualitative] studies is not the generalization of results, but a deeper understanding of experience from the perspectives of the participants selected for study” (p. 44). By using diverse data instruments like the ones I describe below, this model will enable me explain and question the effects of using translation exercises in my classroom.

All in all, a mixed methods approach appeared most suitable because the use of quantitative and qualitative paradigms makes it possible to complement the data from the different research instruments I used in this research in order to answer my research question. In addition, a decision like this compensates for the weaknesses and strengths each method entails, which adds width and breadth to the analysis of these thesis outcomes. Finally, as commented by Denscombe (2012), “Within a mixed methods strategy, contrasting methods can be used as a means of moving the analysis forward, with one method being used to inform another” (p. 142). By doing so, the researchers can create more laborious interpretations of the results they obtain.

3.3 Methodology: action research

In order to conduct my research, I applied the action research methodology. Action research is defined as “any systematic inquiry conducted by teacher researchers (...) in the

teaching/learning environment to gather information about the ways that their particular schools operate, how they teach, and how well their students learn” (Mills, 2000, p. 6). The main goal of action research is to gain insight into a phenomenon of study in our setting. We “seek local understanding” to enhance our practices, “to bring about improvement in the context under study” (Bailey, 2001, p. 490). Instead of accepting the outcomes from other people’s research, action research invites teachers to become reflective practitioners of their teaching, and conduct research on issues they would like to know more about.

Now, I would like to discuss a number of benefits and advantages of applying such a method. Above all, when conducting my research, applying this method allowed me to investigate a situation in the context of my workplace. This was helpful for gaining access to the communities that I wanted to research. For example, I already knew whom I should ask for permission to carry out my research, and I already knew the participants with whom I wanted to work, which helped me to build trust. This trust worked on both sides, participants’ and researcher’s; once I told learners what the research project was going to be about, they felt at ease that I was not going to do anything inappropriate with the information I gathered, and concerning me, I was not nervous to build rapport with my participants.

Furthermore, and even more importantly for me, was the practical aspect of doing something in my context and trying to contribute to making changes in my field. It is through action research that teachers can have the opportunity to gain a deeper understanding into the way teaching and learning processes occur because we do something, and as a result of those actions, we advance in our knowledge of what is more effective in our context. Regarding this last point, Farrell (2007) comments that action research “empower[s] teachers by giving them the tools which they can use to further impact changes within the profession in which they work” (p. 96). Action research, thus, offers us an opportunity to become local experts.

However, these benefits come with disadvantages. Among the criticisms that action research receives, three lead the list. These have to do with generalizability, validity and reliability. Concerning the latter, researchers argue that the data obtained in familiar contexts is not reliable, since researchers, who are local actors, cannot analyze data objectively; therefore, critics claim that action research is not “scientific” (for a discussion of this matter,

see Denzin & Lincoln, 2005; Lincoln & Guba, 1985; Reason & Bradbury, 2007). In response to such critiques, Mills (2000) proposes that “if we conduct our research in a systematic, disciplined manner, we will go a long way toward minimizing personal bias in our findings” (p. 85). For this reason, those who are interested in viewing a given phenomenon through an action research lens should be aware that they need to show rigor by following the prescribed experimental procedures that compose the scientific method (Stringer, 2007, p. 192).

There is no agreement on the stages an action research project should have, but what I offer next is the application in my own context of Farrell’s (2007) five phases of action research as they were conceived for the language teaching context:

- I identified that there was a problem with learning difficult grammatical structures from intermediate level onwards;
- I reviewed the existing literature on the topic;
- I chose to work with translation as a teaching tool in L2 classes;
- I gathered the data through document analysis, video recording and research journals;
- Having analyzed and interpreted the data I collected, I proposed another action plan for future research.

As the fifth stage shows, the process could start again, which gives a cyclical characteristic to action research. The word cyclical “convey[s] the idea that the one piece of research leading to the one set of actions is not the end of the process, but rather the start of a cycle or spiral” (Punch, 2011, p. 136). In other words, the aim of action research is not to find an answer or “the solution” of an issue, but to propose an informed plan of action and observe how it pans out, then, make the necessary modifications to our initial plan. Hatim (2001) emphasizes that “Solutions can never be definitive, but the research cycle of practice-research-practice would have at least been set in motion” (p. 7). In this quote, we can appreciate the value of action research methodology as a tool for empowering teachers to become actors of change.

3.4 Data Collection Instruments

As mentioned in the research paradigm section, quantitative-qualitative research may be enriched by using multiple data collection instruments. In Creswell's (2013) words "Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of *a set of interpretive, material practices that make the world visible*. These practices transform the world" (p. 43, added emphasis to original). Therefore, in order to "make the world visible" in the data gathered in this research, I decided to use four research instruments: document analysis (i.e., translation tasks and pre- and post-tests), video-observation, research journals and personal notes. I will next define each of these fully and how each technique contributes to answering my research question. I made the decision to present these instruments from the one which provided the most objective data to the one which gave the most subjective data.

3.4.1 Document analysis

For designing my translation tasks, I considered reported speech as a difficult structure from the pedagogical point of view (i.e., teacher behavior and explanation). In my attempt to discover activities that could bring some inspiration when teaching such complicated structure in a more attractive way, I had looked the Internet and the resources I found did not suit my context. For example, the exercises proposed in this site are very heavily grammar based, lacking strategic or discourse competence elements (see, for instance, the Busy Teacher website; Arnsten, 2018); even some of the videos are, quite frankly, boring (see, for example, JenniferESL, 2009, which attempts to teach all the aspects at the same time). There are some ideas that appear more productive (Easy ESL Games, 2016); however, in my experience, repeated and conscious exposure is required to be able to solve the activities. In addition, the authors of these exercises propose other more dynamic activities, where they integrate technology. Nevertheless, in the classroom, I am not able to put these into practice because I only have access to a whiteboard. Therefore, while I can gather some ideas from these more practical sources, such as Youtube videos, I cannot necessarily use them in class.

Internet sources often recommend using games. Such an approach, however, is more about raising awareness rather than producing language (see, for example, BBC Learning English, 2018). Disguised as games, the suggested activities, even when they look appealing

and try to encourage production, are still time-consuming, from the design to the implementation stage (Pesce, 2018). For instance, there are a couple of exercises that first require teachers to select level-appropriate material such as quotes, and then, to write those down on index cards. Teachers should write two versions: one in which reported speech is used correctly, and another in which this does not follow the rules of this grammar point. Teachers make different card examples and make up a given number of decks to distribute them into various teams. In class, teachers explain that they will write different quotes (e.g., in direct speech) on the board, and that in their teams, they will have to decide which reported speech rendition is correct between the two options included in the deck of cards. Discussion takes place after learners have finished all the cards in the deck. From my previous teaching experience when introducing reported speech and knowing my context and students' learning preferences, these activities would not work easily with my learners. It is very likely that they would confuse them instead.

Apart from these usual exercises, where learners need to convert one direct speech example into reported speech or where they have to practice this construction through semi-controlled exercises using frames such as “He said... she said...”, in the case of Spanish-speakers, I have noticed that one way to raise awareness of this complex grammar structure is by applying a variety of translation tasks. The idea behind this decision is, firstly, to allow students to notice that they use this structure in their native language and the situations where they use it, and secondly, to provide them with a contrastive perspective to sensitize them to the differences between their L1 and L2.

In the understanding that reported speech or indirect speech, as it is sometimes referred to, does not consist of only one language feature, but several ones, I will next describe in a nutshell what aspects of this structure I am dealing with in my research. To begin with, reported speech can be grammatically analyzed in statements, questions, commands, and conditions, to mention some. In turn, each one of these categories can even further be studied. For example, one can find affirmative and negative reported speech statements, questions, commands, and conditions. Even more interesting, there are examples of reported speech in yes and no questions, and zero, first, second, and third conditional sentences. Being aware that investigating the effects of translation tasks on English learners for acquiring each one of these components of this structure would not be easily carried out in a six-month time

period for the submission of a BA thesis, as it is my case, I decided to approach just some of these features. Namely, in this research, I considered the role my translation tasks played for learning reported speech in statements (i.e., affirmative and negative, A supervisor from Rick Spivak's bank called and said Rick's credit card payment was late; He said that his father wasn't very well), questions (i.e., yes and no, and content ones, *Al preguntarle al Dr. Guillermo Arbesú si consideraba que existiera algún mal o epidemia que estuviera afectando significativamente la calidad de vida de las sociedades actuales*; Charlie asked why I had done that; She asked who that woman was), commands (i.e., affirmative and negative, He said to me not to come near him; She said to stay in bed for a few days), and conditionals (i.e., zero conditional, *El Dr. advierte que si queremos cambiar algo entre nosotros, difícilmente lo logremos sin ver a nuestro alrededor y además sin hablarnos*). I considered some of these in more occasions and in greater detail than others since it was not possible to create different translation activities with all the aspects I wanted to attend. That is, there were some activities where there were more statements than commands; on the contrary, there were other times where a more balanced number of statements and commands was observed.

As part of discovering the possible effects of translation tasks on learning difficult structures in the language classroom, I first designed four activities to practice reported speech in English through translation in English and Spanish, displayed in Table 1. Before presenting these activities to participants, I first gave them a short exercise as a pre-test where they needed to use reported speech. Then, over a period of a month, I applied the various tasks I created to learners. Finally, another exercise similar to the one given at the beginning of the data collection period was presented to the participants as a post-test. I used these two exercises, the pre- and post-tests, as indicators to tell me what impact of my activities had on the learners. When designing my intervention, I attempted to select exercises that were very similar in format, goal and difficulty, and I did the same when creating the translation tasks, since I was aware I was dealing with two different classes, where each one had diverse competences in the L2. All these exercises and tasks, which are described in detail in Annex A, were considered as documents and analyzed as data.

Table 1. Summary of translation tasks.

	Text	Exercise	Structure
Translation task 1	Connected, but alone	Summary from L2 (English) to L1 (Spanish) using reported speech	Free style
Translation task 2	The truth about lying	Back translation from Spanish to English to Spanish	Text 1: Direct speech, indirect speech Text 2: Indirect speech, yes/no direct questions
Translation task 3	Qué tantas selfies se toman los mexicanos	Summary from L1 (Spanish) to L2 (English) using reported speech	Free style
Translation task 4	La salud debe ser un valor para la sociedad	Translation from L1 (Spanish) to L2 (English) using reported speech	Indirect question, statements, indirect statements with conditional sentences

To understand the reason why I chose the texts I did, it is necessary to mention that my decisions were strategically based. That is, I chose the texts because they were thematically related to the topics we were working on at the time. That way, I could advance on the program students were required to complete by the end of the school year while also considering their needs. Since all of the participants come straight to class from working or studying in the morning, when they arrived in the afternoon, they were both mentally and physically tired. I wanted the students to feel motivated when completing the translation tasks; therefore, I chose texts which I hoped would be interesting and that the students could relate to. Then, I drew upon textbooks (Morales, 2012), videos (Nares, 2018; Turkle, 2012), and websites (Los Andes, 2015) to choose the source texts in the translations. The students' answers to the four tasks described in the following paragraphs can be consulted in Annex B.

3.4.1.1 Translation task 1

I wanted the first task to be a translation into participants' mother tongue, as I thought this would be easier. In addition, as my aim was to make them aware of the reported structure even in their own language, I decided not to carry out a translation activity in the sense this has traditionally been understood, rather to give them the opportunity to express themselves naturally in Spanish. Therefore, I gave them the following simple instructions: "Read the

following extract from Sherry Turkle’s TED talk Connected, but alone. In groups, write a summary in Spanish of what the author discusses.”

3.4.1.2 Translation task 2

In the case of the second task, my aim was for students to start linking the way reported speech worked in one language and another. That is why I decided to use a back-translation exercise, where students, in pairs, each received a different text and worked on the rendition of the texts from English into Spanish. Then, their translations were given to the person they were working with. With these translations, learners converted these renditions back into English. As their instructions said “Write down in Spanish what the author says in English. Then, swap your text with your partner. Try to convert your partner’s text back into English.” This time students had the opportunity to display their knowledge when using the reported speech structure in specific ways such as reporting back and forth between direct and indirect speech or using questions and statements.

3.4.1.3 Translation task 3

Similar to translation task 1, students had the chance to show their skills in a less constrained manner, linguistically speaking, when writing a summary. “Read the following extract from Yamil Nares’ report Qué tantas selfis se toman los mexicanos. In groups, write a summary in English of what Yamil discusses.” However, this time I wanted to increase the complexity of the exercise by asking learners to do so in the L2. Here, hopefully, learners would be able to see a natural connection between what they studied in class and an everyday use of indirect speech.

3.4.1.4 Translation task 4

Finally, in the last translation task, when stating the rationale behind using translation, (e.g., neither summary nor back translation), it was my intention to challenge students a little bit more. I asked them to “The following text is part of an interview with Dr. Guillermo Arbesú. With your partner, use the text in Spanish to relate it in English using reported speech.” I expected that a number of given structures using reported speech would need to be used while carrying out the activity, including indirect questions and statements,

conditional sentences, and affirmative statements. I anticipated that after working for three weeks on the topic, students were able to easily solve the exercise.

3.4.1.5 The pre-test and post-test

In order to observe the impact translation tasks had on students, it was fundamental to create both a pre-test and a post-test for understanding students' skills in the L2 with regard to reported speech before and after I conducted the research. The exercises I considered for the tests were taken from Hewings' (2000) *Advanced grammar in use: A self-study reference and practice book for advanced learners of English* and Murphy's (1994) *English grammar in use: A self-study reference and practice book for intermediate students*. I selected these sources since I was conscious that the activities relied on typical ways to practice indirect speech, like giving a series of sentences to transform them into reported speech from a third person singular point of view (e.g., he said, she said). This is what students had to do in both tests. In total, they were given eight sentences, where they had to convert affirmative and negative statements, questions, and orders. The analysis I used for describing learners' errors in both tests was mostly quantitative. That is, I organized the data numerically to then, draw on statistical based methods to analyze the typical errors learners made (Muijs, 2011). When possible, qualitative interpretations were given as well to provide a deeper analysis, as this is proposed in the mixed methods approach (Denscombe, 2012) discussed above. The students' answers to the pre- and post-tests can be consulted in Annex C.

3.4.2 Video observation

In order for me to explain what video observation is, I will first clarify the term observation. In research, observation is a data collection instrument that "entails the systematic noting and recording of events, behaviors and artifacts (objects) in the social setting" (Marshall & Rossman, 2004, p. 68). As the quote describes, observation is systematic, but not exactly in the sense of having a checklist and just ticking elements present in a given scenario; what we truly want to denote is that we will know "how to observe (...), what to observe, from which perspective to observe, (...) and what kind of language [we] will use" (Frank, 1999, p. 82). It is important to bear in mind that when observation is carried out in qualitative studies, it is advisable to "try to look with 'new eyes' and approach the scene as if you are an outsider" (Mills, 2000, p. 53). This is one of the most outstanding

differences between qualitative research and quantitative research because, although we have an idea of the how and what of observation, we must let data speak and evolve.

Having said this, I will now analyze video observation in qualitative studies, and how this fits in my research. Video observation, like photographs, refers to the visual representation of our focus of inquiry. Among its benefits, Mills (2000) points out that videotapes “provide teacher researchers with another data source when the teacher is fully engaged in teaching but still wants to capture classroom events and interactions” (p. 63). Since I was going to be the one who would give participants the translation tasks I had designed, I was not going to have the opportunity to pay as much attention as I wished while they were solving these activities. Therefore, in order for me not to miss valuable information, I decided that video observation was the best option in order to help me notice things that otherwise would have been lost. In addition, video observation gave me the chance to compare “what people do as opposed to what they say they do, or what we infer they do from analyzing the products of their work” (Saldanha & O’Brien, 2013, p. 221), something especially important for teacher researchers who work in familiar contexts. Fragments of these notes can be found in Annex D.

3.4.3 Research journals

Finally, I will describe the last research technique I drew on for collecting data, research journals both as a teacher-researcher and when analyzing the data. Extracts of these journals can be found in Annex E. According to Maykut and Morehouse (2003), researcher’s journals “contain the researcher’s personal record of insights, beginning understandings, working hunches, recurring words and phrases, ideas, questions, thoughts, concerns and decisions made during the research process” (p. 68). Because we are applying qualitative studies that unfold as we move on in the research process, having research journals give us access to the unique voice of the teacher-researcher when describing what was going on while carrying out the research. James, Milenkiewicz, and Buckham (2008) refer to research journals as “reflective journals.” In their words, they “affirm many reasons to celebrate the growth and development that takes place along the way” (p. 5). Watching the videotapes of participants when solving the translation tasks helped me notice interesting details and

comment on them in my research journal. This research instrument turned out to be the place where I kept record of my deepest thoughts concerning my research.

Once I started analyzing the data obtained from the translation tasks, the pre- and post-tests, the video recordings, and my research journals, I felt it was necessary to put on paper my reactions. Thus, I typed the moments of epiphany I had during the interpretation process of the data. I tracked these personal notes in electronic format for easier use like I did with the research journals.

3.5 Research Site

This research took place in an academy which belongs to a decentralized public body in León, Guanajuato, Mexico. The school is located in the heart of the city. Other workshops are available in this school, such as dancing, guitar, drums and piano playing, singing, theater, etc. English classes are offered to young learners, teenagers, young adults, adults and the elderly. From 13 years old onwards, classes are mixed; that is, teenagers share classes with young adults or even adults or elderly students. The English program is relatively young in comparison with the other workshops. However, there are about 150 students enrolled in the English program.

The school offers general English to learners and the program follows the Cambridge English Scale to divide the available levels. Young learners can study starters, movers or flyers (i.e., the Cambridge English Scale name the levels equivalent to the ones from A1 to B1 in the Common European Framework this way), whereas teenagers and adults have access to beginning, elementary, pre-intermediate, intermediate, upper-intermediate and upper-advanced levels (i.e., from A1 to C1 in the Common European Framework). During the first three levels, learners take two hour-classes three times a week. From the intermediate level onwards, learners attend classes twice a week, two hours each.

3.6 Participants' Profile

In order to discuss the participants of this study, I will dedicate one paragraph to depict the characteristics of participants as such and another to portray their characteristics as language learners. Then, I will move on to describe the third participant of this research, that is, I was the researcher and a participant at the same time. To begin with, as a teacher, I had

access to two English classes, intermediate and upper-intermediate, respectively. In the first group, there were thirteen participants. In the second, there were eight. Concerning age differences, each class was unique. Most intermediate students were in their teens. There were two students who were in their 40s and 50s and just one who was in his 70s. In the upper-intermediate class, there were three teenagers, four young adults and one student in her 50s. Another interesting variable in each class was sex. While in the intermediate class there was just one male student, in the upper-intermediate one there were 3 male and 5 female students. Finally, the last variable refers to literacy. All participants were literate, and had at least studied junior high school.

In relation to the characteristics of participants as learners, I will examine three: motivation, linguistic competence, and previous learning experience. Regarding the first, learners' motivation to learn English varied: from school requirement and job promotion to hobby and health. Their linguistic competence in the L2 varied, as well. For example, most learners in the intermediate level were good at comprehending instructions, rules and learning words, but still had difficulty in structuring complex, longer sentences while producing the language. On the other hand, upper-intermediate learners could handle more complex and challenging structures either speaking or writing, although they still showed minor problems in free speaking activities (e.g., omission of subjects, auxiliaries; subject-verb agreement, among others), learners were willing to take risks and speak.

Lastly, both groups had been my students before; in the case of the intermediate learners, I had been their teacher for a semester, and in the case of upper-intermediate, I had taught the class for a year and a half. Although I had taught the majority of the participants, a couple of learners had just enrolled in the English program and this was the first time they were English students in this school. Altogether, the diverse features here discussed help to understand with whom I had the opportunity to work while conducting my research.

In the understanding that qualitative researchers are also “subjects or actors” as Maykut and Morehouse (2003) assert, the third participant was me; I was born and raised in León, Guanajuato, Mexico and had been teaching EFL for almost 4 years when this study started. I am 23 years old and I learnt English in the same place where I work and where this research project was carried out. I have worked in this language school for two years teaching young

learners and adults' classes. I undertook this research as part of my BA thesis in English Teaching in Universidad de Guanajuato.

3.7 Ethical Considerations

Carrying out research working with human beings imposes major challenges for researchers. "At a commonsense level, caring, fairness, openness, and truth seem to be important values undergirding the relationships and the activity of inquiring" (Mills, 2000, p. 85-86). Thus, from the moment our research involves having contact with other individuals, it is our responsibility to inform them in plain language what our focus of study is. Nevertheless, we should be careful in the way we explain what we are doing for this "may influence [participants'] behavior in such a way as to affect the validity of our research" (Saldanha & O'Brien, 2013, p. 222). This is better understood in familiar contexts.

As I am part of the body of English teachers in this school, I first had to contact the coordinator of the English department. I approached her and discussed what the objective of my research was. She gave me permission to carry out the research. Once I had her approval to work with the two groups in this school, I asked learners permission to use the data obtained from the translation tasks they did, and to video record them during the sessions the translation activities were carried out. I discussed what my research was about in such a way they did not feel threatened by what I was going to do with their data. I let learners know that their names were going to be substituted by a pseudonym and their identities would be kept secret. Since they were my students, I explicitly clarified that the participation in the research project did not have any impact on their grades.

Finally, having answered the learners' questions, I gave them a consent form for them to sign if they accepted to participate and a copy in case further questions/doubts may arise (see Annex F). As Mills (2001) writes, "Informed consent is the principle that seeks to ensure that all human subjects retain autonomy and the ability to judge for themselves what risks are worth taking for the purpose of furthering scientific knowledge" (p. 86). Being aware that this autonomy involves being able to withdraw at any point of the research process, I let learners know they could do so if that was their wish.

3.8 Preparation of the raw data for analysis

Keeping in mind the confidentiality and anonymity of participants as well as thinking of useful ways to order data, I followed the same coding system when analyzing these in all students' production, comments, and reflections obtained from my research techniques. Here, I describe the codes. For each code, I started with the first letter of participants' names for easy retrieval when citing the data. For example, if the participant was María, then, I would use the initial letter M for making the code. Then, for the entry, exit and translation tasks I added:

ENT > entry test;

EXIT > exit test;

TT1 > translation task 1;

TT2 > translation task 2;

TT3 > translation task 3, and

TT4 > translation task 4

Using the same name, then the codes for citing "María" would be MENT, MEXIT, MTT1, MTT2, MTT3, and MTT4 for each of the cases described above. In case there were two students in the same group, whose first name starts with the same letter, I included their second name, too. For example, CENT / CGENT, CEXIT / CGEXIT, CTT1 / CGTT1, CTT2 / CGTT2, CTT3 / CGTT3 and CTT4 / CGTT4. Nevertheless, while working on the data analysis chapter, I observed that a couple of names were repeated in both groups. Therefore, when I introduced the findings in each of these research documents, in order to avoid confusion, I explicitly stated the group to which the participant belonged.

This was the criteria I drew upon throughout the data analysis. In the case of the video-recordings and the research journals, I used a more elaborated code where some of the codes previously explained were present. However, for clear observation of the research technique from which the quotes in the analysis were taken, I also wrote:

Vid > video-recording, and

RJ > research journal

I also wanted to make evident to the reader the group where such dialogues, comments, and reflections came from by attaching:

I > intermediate;

U > intermediate;

INT > intermediate, and

UPP > intermediate

Then, some examples of the codes used for citing participants in the video-recordings and research journals looked like the next samples: VidT1I, VidT1U, RJTT1-INT, RJTT1-UPP, and so on.

Finally, I decided to design a simple coding system when referring to the personal notes I kept during the analysis of the data process, by using:

PN > personal note

This was followed by a number that described the annotation I gave an example, for instance, PN1, PN2, and so on.

Once I collected students' pre-tests, I proceeded to transcribe them into a document. I did the same with the post-tests. I decided to leave learners' answers just as they did in the exercises; that is, grammatical, spelling, and lexical mistakes were not corrected. During the data analysis, I compared students' performance in both tests. Since I was aware that the intermediate class surpassed the upper-intermediate in number, to be fair, I decided to interpret results using individual rather than group scores. To ponder the effects of translation tasks I contrasted the 1) general performance of participants in both groups before and after the research, 2) participants' scores of both classes at the beginning of the study, 3) participants' results in both classes at the end of the research, 4) intermediate students' performance before and after the intervention, and 5) upper-intermediate' performance at the beginning and at the end of carrying out the translation tasks.

With regard to the translation tasks, after students offered their renditions for each one of the exercises they had to do, I transcribed them into documents. I used tables to organize the students' answers. In the particular cases of translation tasks 1 and 3, I highlighted the

most important parts in the students' writings that related to the structure under study, reported speech. Other structures, although they were interesting for discussion, were left out because of the scope of the research. Given the complexity of the translation task 2 and for practical purposes, I classified the answers into the following categories: direct speech, indirect speech, and yes/no direct questions. In the last translation task, I organized the data into indirect questions, statements, and conditional sentences in reported speech, given that these were the more relevant structures for this research.

As it can be observed in Annex D, I watched the videos I had recorded when learners solved the translation tasks with the aim of paying attention only to the parts that were complementary to the analysis of the tasks. I transcribed these into a document to look for frequent phenomena among the video recordings, such as students' dialogues when languaging, reflecting on the translation exercises, and taking a teaching assistant role, to mention a few.

In a similar fashion, I analyzed the information in my research journals. That is, I only devoted time to issues that were of relevance to my research question. Since I knew in advance that for future data analysis I would need to deal with information electronically, I made the decision of typing my thoughts in that format for me not to spend time transcribing these data.

3.9 Conclusion

In this chapter, I addressed the issues related to the way data in this research was gathered. It was my aim to clarify that a mixed quantitative-qualitative research paradigm informed my investigation. I explained the stages I went through following the action research method, and described document analysis, observations and journals as the research techniques I used to collect data. I also explained the setting and participants of the project, and the ethical considerations that were taken into account when conducting the research. In the following chapter, I will present and analyze the collected data.

CHAPTER 4: DATA ANALYSIS

4.1 Introduction

In this chapter, I will discuss the results I obtained from the data using the research method and instruments I explained in the previous chapter. The analysis will be divided into five main sections: discussion and interpretation of translation task 1, translation task 2, translation task 3, translation task 4, and pre- and post-test results. For practical reasons, I will only concentrate on those findings that bring pertinent considerations for the research question of this thesis.

In each section, before the actual data analysis, I will provide general comments about the tasks and tests that will guide readers in the analysis proposed here. Then, I will offer different interpretations to understand learners' performance in both groups. To do so, I will draw upon the arguments previously offered by scholars in the field. Followed by this context information and the interpretation of the outcomes, I will summarize the findings of each major part that shapes this chapter. Finally, I will give a conclusion.

4.2 Translation Task 1

The first translation task consisted of a Spanish summary of an English text. I set the context by asking questions about the disadvantages of technology and after some brainstorming on the vocabulary, I presented more words from the text that I believed the students wouldn't know. Then I divided the class into small teams (trios or groups of four) and handed out a copy of a fragment of Sherry Turkle's (2012) TED talk titled "Connected, but alone" to each learner:

I'm not suggesting that we turn away from our devices, just that we develop a more self-aware relationship with them, with each other and with ourselves. I see some first steps. Start thinking of solitude as a good thing. Make room for it. Find ways to demonstrate this as a value to your children. Create sacred spaces at home -- the kitchen, the dining room -- and reclaim them for conversation. Do the same thing at work. At work, we're so busy communicating that we often don't have time to think, we don't have time to talk, about the things that really matter. Change that. Most important, we all really need to listen to each other, including to the boring bits. Because it's when we stumble or hesitate or lose our words that we reveal ourselves to each other. (15:22)

Finally, I asked them to write a summary in Spanish of the text.

4.2.1 Initial difficulties with the task

The difficulty of this exercise lies in the fact that reported speech is expressed very differently in the SL and the TL. I considered that the first step I must do in presenting a structure that usually causes problems for Spanish-speaking learners of English was to raise learners' awareness of the phenomenon in their own language. Therefore, I chose a text in English that did not include reported speech per se and I asked the students to summarize a short paragraph into Spanish, thus making them use the reported structure in their own language. As one upper-intermediate student commented:

STT1: Me siento bien filósofa. Se siente raro. Es la primera vez que nos ponen a hacer algo en español (VidT1U 34:00)

This fragment seems to suggest that they are not used to this type of activity, or any kind of contrastive analysis between the L1 and the L2. The same disbelief can be seen in a short dialogue recorded in the intermediate group:

VTT1: ¿Era en español?

BTT1(to her teammate): ¿Verdad que es en español? (VidT1I 30:45)

However, once they had got over the initial surprise, they carried out the task.

4.2.2 Analysis of the translations

Given that the text contains quite a number of examples of three different tenses in English, including the present simple, the present continuous and the infinitive, I will now concentrate on the instances that seem to have caused the greatest difficulty for the students, as seen in Annex B. Even at first sight, it is obvious from the highlighted verbs that the intermediate level students did not use the past subjunctive (e.g., *no sugiere que nos alejáramos de nuestros dispositivos, pero que creáramos una relación más auto-consciente con ellos*), which would indicate that they did not understand how to use reported speech in their own language. They either completely ignored it (e.g., *Sherry Turkle habla de nuestros aparatos electrónicos*), as in this case, or they perhaps used the present subjunctive, disregarding the tense agreement in Spanish (e.g., *No sugiere alejarse [...], que debemos fomentar [...], que debemos buscar tiempo, [...], que tenemos que aprender*). As it can be

observed in most of the occasions, learners used modals in present subjunctive (e.g., *deber*, *tener*) instead of the direct past subjunctive (e.g., *que no nos alejáramos*, *que fomentáramos*, *que buscáramos*, *que aprendiéramos*). In comparison, the upper-intermediate students tried to closely follow the original text. They almost reproduced it word for word (e.g., *Ella dijo que no estaba sugiriendo **que dejáramos** de ver nuestros dispositivos, solo **que creáramos** una relación más consciente con ellos, con los demás y con nosotros mismos*).

One possible explanation is that in the case of the upper-intermediate students, their longer experience in learning a foreign language in terms of the number of years, has given them a greater metalinguistic awareness. This assumption is also supported by the discussion that was documented in the video recording. The following extract is a short exchange between the students in the PTT1/CATT1/LTT1 group discussing whether to use a past or a present verb form in the main clause:

PTT1: O sea ¿hablamos en pasado ella dijo o ella dice?

CATT1: Más bien en presente.

LTT1: Pero es que vamos a usar reported speech.

PTT1: ¡Claro! Ella dijo porque está en presente. Porque si está en presente aquí, tiene que estar en pasado.

LTT1: Que no estaba sugiriendo porque está en presente. Si está en presente progresivo debe ser pasado progresivo. (VidT1U 8:04)

A little bit later, the members of the same group could be heard contemplating a particular choice of words:

LTT1: ¿Que creáramos o debemos, deberíamos?

PTT1: Ella vio más bien sería vio. Es hacia ella, pero en pasado.

CATT1: Primera persona. (VidT1U 15:17)

It is evident from these fragments, and also from my reflection after the class, where I mentioned that

From what I got the chance to listen to they couldn't agree on what Spanish word to use in the summary or what conjugation was the one they needed. (RJTT1-UPP)

that they not only are aware of the difference in Spanish, but they also recognize the structure the activity was aimed to practice. As discussed in Chapter 2, such metalinguistic awareness is called “languaging” by Källkvist (2013), which is the discourse in which learners engage when translating and consists of using language to discuss language use. Since students must decide on such things as “whether a word or expression is formally correct and stylistically appropriate, has translation equivalence and is idiomatic, and so on” (Källkvist, 2013. p. 218), languaging is even more evident when carrying out translation in the language classroom.

It is worth noting that they even named the construction in English “reported speech” (LTT1), which could be contributed to two aspects. First, as I logged in my research diary,

During the second hour after students had finished solving what were supposed to cover, I introduced reported speech. (RJTT1-UPP)

I sensitized them to the topic at the beginning of the class. Although I did not make a direct connection between the linguistic feature I presented and the translation summary activity, they were able to relate it. Second, they were also able to activate their previous knowledge, or schemata, partly on the actual grammar point, and also on how foreign language classes are structured. In other words, they realize that the various sections of a lesson are connected, and that the PPP principle (Richards & Rodgers, 2001) applies.

Obviously, these cognitive processes take time. Looking back on my notes from the research journals, I note that among the intermediate level groups there were “early finishers”.

There was an early finisher team that took around 20 minutes to solve, whereas for most of the students took around 30 minutes. (RJTT1-INT).

In contrast, the upper-intermediate class took all the forty minutes (RJTT1-UPP) that were left of the class. Moreover, there was no time for discussion at the end of their class. On the other hand, the intermediate students seemed to consider the exercise undemanding, as it can be observed in the following transcript fragment:

Teacher: How was it? Difficult? Easy?

Everybody: Easy

Teacher: Easy? Ok! (VidTII 30:36)

This, of course, does not mean that their results were any better, or that they had a clearer understanding of the task. Perhaps quite the opposite, they were not even aware of the complexity posed by the activity they had to complete.

4.2.3 Summary

In sum, translation task 1 helped the reader appreciate how languaging took place among participants. However, this occurred more frequently in the discussions of upper-intermediate students, which probably implies that learners are more aware of the complexity of the task at hand, both in terms of translation and the grammar point under study. Consequently, this could relate to the fact that the upper-intermediate class spent longer doing the activity, and they offered more elaborate answers in this task in comparison to the intermediate group. Moreover, the analysis of the two groups' renditions seems to indicate the possible inadequacy of using summaries as a way to bring translation in the language classroom since summarizing in itself requires high cognitive skills. According to Bloom's taxonomy, there are different critical thinking skills that teachers can implement in the activities they develop in the classroom (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956). These skills are classified in six levels: 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. Organized by the cognitive demands placed on students, these levels are presented with numbers where one represents the least complicated category and six the most difficult one. Interestingly, Bloom *et al*, propose that summarizing, which was the skill I asked learners to use in this particular translation task, belongs to the second category. This seems to account for the fact that some students had problems when carrying out the activity at hand.

4.3 Translation Task 2

The next task used a back-translation method. Prior to the task, I did some practice with them on reported speech in statements, which was also their homework. Once I set the context by asking questions about lying and following some brainstorming, I presented the more difficult vocabulary items from the text. Then, I handed out a copy of Jennifer Morales' (2012) complete text "The truth about lying" to each learner. When the students finished reading the text, I divided the students into pairs. I gave each pair of learners two texts: Text 1 and Text 2. In each group, Student A translated Text 1 while Student B translated Text 2

from the L2 (English) into the L1 (Spanish). When they finished, the students swapped their work and translated their partner's text back into English. Finally, I gave them some time to compare their back translations with the original texts in order for them to spot differences and similarities. The complete list of the translations and back-translations is displayed in a table format in Annex B.2 by Text and by groups. In this section, I will analyze the examples chosen for the purpose, and support the evaluation by my diary notes and students' comments from the video observations.

4.3.1 Translation Task 2: General observations

During the activity, students had to observe the following instructions:

Write down in Spanish what the author says in English. Then, swap your text with your partner. Try to convert your partner's text back into English.

Thus, the first part of the exercise was direct translation into their L1, which did not require too long, as seen in from my research journal on the intermediate group.

This took them around 10 to 12 minutes, more or less. (RJTT2-INT)

It was very similar in the case of the upper-intermediate group.

Translating the text in Spanish took them around 10 or 12 minutes.

This may be due to the fact, that I had prepared them by checking their homework that also involved reported speech activities, as I also mentioned in a journal entry.

During the first hour I worked with reported speech exercises on statements. (RJTT2-UPP)

In contrast, they required more time for the second task, the back-translation, which involved working out of their L1 (Spanish) into their L2 (English).

This time while monitoring their progress, I noticed that they seemed more on task (I mean, they looked more concentrated). Instead of taking them 10 or 12 minutes, this time students worked for about 15 or 20 minutes. (RJTT2-UPP)

Furthermore, it is worth noting that the intermediate group was far less conscious of the metalinguistic aspects.

I would like to emphasize that nobody pointed out the examples of reported speech that were in the text. This time, students took longer when writing the text back into English (about 20 minutes). (RJTT2-INT)

4.3.2 Translation Task 2: Text 1

Text 1 included two direct speech and two indirect speech examples. Both groups took about ten minutes to complete the exercise, as indicated in my research journal entries, first regarding the intermediate group. In order to make the text easier to analyze, I decided to display the direct speech examples in *italics*, while the indirect speech examples in **bold**.

*At 9:00, a supervisor from Rick Spivak's bank called and **said Rick's credit card payment was late.** "The check is in the mail," Rick replied quickly. At 11:45, Rick left for a 12 o'clock meeting across town. Arriving late, Rick **told his client that traffic had been bad.** That evening, Rick's fiancée, Ann, came home with a new haircut. Rick hated it. "It looks great," he said.*

In the analysis of the direct translations and the back-translations, we can clearly identify five issues that arose: a) dropping the subject; b) simplifying the reporting verb and choosing a more common synonym; c) using unmarked forms of the reporting verb; d) translating indirect speech as direct speech; and, e) ignoring tense agreement in the reported clause.

4.3.2.1 Dropping the subject

In the majority of the intermediate direct translations from English into Spanish, the sentence

"It looks great," he said.

was direct translated from English using an elliptic form, according to Spanish syntax, as in:

"Es un look genial", dijo. (SXTT2I)

While these renditions are correct in Spanish, they confused the intermediate students, who then could not reproduce the direct examples in English and generated the following "equivalents" respectively:

"Se ve bien", le dijo. > See good. (DUTT2 > PTT2)

"Luce bien", dijo. > "Look great" he said. (CETT2 > DTT2)

Está genial, el dijo. > But it was great he said. (MTT2 > ESTT2 & EUTT2)

This can be considered a syntactic calque in the back-translation and suggests that there are problems not only with reported speech, but also with simple syntax and vocabulary. For example, there seems to be a confusion between “look” and “see”. This can be related to the natural order hypothesis (Krashen, 1985). Analyzing the errors learners made in their translation tasks not only offers insightful information about learners’ interlanguage with reference to reported speech, but it also provides a glance at learners’ interlanguage in relation to other grammatical structures. Interestingly, these structures with which participants had problems are common grammar points that are covered even at a beginner level (i.e., present simple and past simple). This raises further questions and considerations in the interpretation that needs to be offered about the effects translation tasks had for acquiring a totally new or previously-introduced structure, such as reported speech. At the same time, Piaget’s (1954, as cited in Beauchamp, 2016) cognitive equilibrium concept can be observed. The term refers to a state of balance between individuals’ mental schemata, or frameworks, and their environment. Such balance occurs when their expectations, based on prior knowledge, fit with new knowledge. This was noted especially with the intermediate group, where the new constructs cannot be assimilated into already existing structures, rather these need to be accommodated to receive the new information (see also, Ellis, 2003). It should be noted that the upper-intermediate group did not display these mistakes.

4.3.2.2 Simplifying the reporting verb and choosing a more common synonym

Both groups tended to simplify the recording verb, and instead of “reply” often ended up using “say” in the back-translation, mostly, because the first direct translation into Spanish rendered the source text “reply” into “dijo” o “dice”. For example,

ST: “The check is in the mail,” Rick replied quickly.

Direct translation into Spanish: “El cheque está en el mail”, Rick dijo rápidamente. (MGTT2)

Back translation into English: “The payment is in the mail”, Rick said quickly. (KTT2)

In the upper-intermediate group, they seem to have found an appropriate lexical equivalent, such as “reply” or “answer”, however, it appears that they could not concentrate on two features at the same time, and by choosing a correct vocabulary item, they forgot about the grammar and dropped the past-tense marker -ed from the end of the verbs.

“The check is the email”. Rick reply quickly. (LTT2)

“The check is in the mail box”. Rick answer quickly. (ATT2 & CTT2)

Although I obviously had no access to their translations straight away, I noticed that they grappled with the vocabulary and noted it in my research journal.

I went to each team to listen to their comments and from what they said and I noticed, their texts varied mostly in word choice having kept the meaning of the text. (RJTT2-UPP)

This seems to indicate that even when they are conscious of the grammar point that they are supposed to practice, as previously seen in video observation fragments, they still cannot consider every linguistic aspect.

4.3.2.3 Using unmarked forms of the reporting verb

This use of unmarked forms is even more prevalent in the intermediate group, who seem to forget the past tense suffix at the end of certain regular verbs, as can be seen in the following two examples. First,

ST: A supervisor from Rick Spivak’s bank called and said Rick’s credit card payment was late.

Direct translation into Spanish: Un supervisor del banco Rick Spivac llamó y dijo que el pago de la tarjeta de Rick estaba atrasado. (DUTT2)

Back translation into English: A supervisor of the bank Rick Spivak call and said. (PTT2)

The second case is very similar:

ST: A supervisor from Rick Spivak’s bank called and said Rick’s credit card payment was late.

Direct translation into Spanish: Un supervisor del banco de Rick Spivak llamó y dijo que el pago de la tarjeta de crédito de Rick fue tardado. (SXTT2)

Back translation into English: A supervisor call and said what the payment the Rick’s credit card it’s late. (CTT2)

In both cases, the Spanish direct translations include the correct verb forms in the correct tense, the simple past, while the back-translations into English lack the -ed suffix on the verb “call”. It is worth noting that both back-translations used the verb “said” correctly

in the simple past, which seems to suggest that this may be learnt by chunks, as discussed below, regarding Text 2.

4.3.2.4 Translating indirect speech as direct speech

There were two notable instances of overcompensation in the intermediate group, when the direct speech source text was translated into indirect speech. In the first case, the shift happened in the direct translation.

ST: "It looks great," he said.

Direct translation into Spanish: Pero le dije que lucía genial. (VTT2)

Back translation into English: But he said that look cool. (XTT2)

Here, the Spanish version already contains an indirect sentence, and the back-translation is an adequate rendition of this already mistranslated utterance.

In the second case, the indirect change happens in the back-translation.

ST: "It looks great," he said.

Direct translation into Spanish: Está genial, el dijo. (MTT2)

Back translation into English: But it was great he said. (ESTT2 & EUTT2)

In either of these examples, it is difficult to imagine what could have led to this shift in perspective. It could be noted that, when analyzing their own translations at the end of the class, the students sometimes tried to find fault with their partner's work rather than admitting their own shortcomings, as can be seen in my research journal entry:

Some of them called attention to the way they used one word instead of another; others commented upon the fact their teammate changed the original text a bit and this influenced the final work, etc. (RJTT2-INT)

It is possible that the students subconsciously followed up on the reported speech exercises we did earlier in class, however, there is no evidence either in the video recordings or the research journal regarding the phenomenon.

4.3.2.5 Ignoring tense agreement in the reported clause

As we have already seen in point c) it appears that even the upper-intermediate students have difficulty with the complexity of reported speech structures. Learners have to pay attention to word choice, the reporting verb tense, the tense agreement between the reporting verb and the reported activities as well as the different persons involved in these activities. What seems to cause the greatest problem is the relative difference between the time of the reporting and the time of the reported activity.

The only almost correct translation was produced by a pair of students in the intermediate class.

ST: Rick told his client that traffic had been bad.

Direct translation into Spanish: Rick le contó a su cliente que el tráfico había estado mal. (CETT2)

Back translation into English: Rick tell him client that the traffic had been bad. (DTT2)

Oddly, here in the back-translation the reported clause was correctly translated into English using the past perfect, but the reporting verb was left in the present tense.

The most common mistake is ignoring the past perfect (or *pluscuamperfecto* in Spanish) from the very first rendition, as can be seen in the following fragments. In the first intermediate example, the direct translation into Spanish is actually still correct, in terms of the agreement of tenses.

ST: Rick told his client that traffic had been bad.

Direct translation into Spanish: Rick le dijo a su cliente que el tráfico había estado terrible. (VTT2)

Back translation into English: Rick said to his client that the traffic had horrible. (XTT2)

The back-translation would not be completely wrong, either, except the verb “be” is missing from the last English sentence. This may well be an oversight on the student’s part, but, again, there is no evidence either to prove or disprove this suggestion.

In the second intermediate example, the Spanish translation already simplifies the time difference, and uses the simple past (*pretérito*) instead of the past perfect (*pluscuamperfecto*).

ST: Rick told his client that traffic had been bad.

Direct translation into Spanish: Rick le dijo a su cliente que el tráfico estaba muy mal. (MGTT2)

Back translation into English: Rick told her client that the traffic was very wrong. (KTT2)

This simplification can be observed across the two classes. Although the upper-intermediate group made much fewer mistakes on average, they clearly had problems with this complicated characteristic of reported speech in English.

ST: Rick told his client that traffic had been bad.

Direct translation into Spanish: Rick le dijo a su cliente que el tráfico estaba muy mal. (HTT2)

Back translation into English: He told his client that the traffic was bad. (ATT2 & CTT2)

However, even though both classes have problems, the analysis of the direct and back translations of Text 1 seem to indicate that overall, the upper-intermediate group are more conscious in their production and try to reflect on their language use. This will be even more evident from the study of their translations of Text 2.

4.3.3 Translation Task 2: Text 2

The students followed the same procedure in case of Text 2, only it was Student B who translated the English source text to Spanish and then Student A back-translated it into English. This text only contained indirect speech examples, which are in bold in the following source text:

*Three lines in one day! Does Rick have a problem? Or is he just an ordinary guy? Each time, **he told himself that sometimes the truth causes too many problems.** Like Rick, most of us tell white lies—harmless untruths that help us avoid trouble. In fact, **one social psychologist estimates that the average American tells about 200 lies a day!** He says **that lying is a habit, and we justify the lie by telling ourselves it was for a good purpose.***

In this case, rather than looking for patterns, it seems easier to draw comparisons fragment by fragment. In other words, I will present the analysis based on the two of

examples of indirect speech highlighted in the source text. For the purposes of being concise, I will not include a detailed analysis of the third segment of this thesis.

4.3.3.1 Segment one: “he told himself that sometimes the truth causes too many problems”

In general, I could also observe that some of the mistakes made by the intermediate group were similar to those analyzed in the previous section. For instance, just like in the part on “using unmarked forms of the reporting verb” above, regarding this text, the students seem to have ignored the past tense aspect of the reporting verb and translated the main verb in the present tense even in the first English-to-Spanish round. Naturally, in the majority of these cases, the back-translation was also executed in the present tense, as it can be seen from these examples:

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: El habla consigo mismo que a veces la verdad causa también muchos problemas. (KTT2)

Back translation into English: He talk with himself that sometimes the truth causes problems too. (MGTT2)

Similarly, the only trio in the group arrived at the following translations.

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: Él se dice a sí mismo que algunas veces la verdad causa muchos problemas. (ESTT2)

Back translation into English: He say himself that sometimes the true causes a lot of problems. (EUTT2 & MTT2)

In both cases, the change in tense is further complicated by the fact that students did not even use the third person singular marker, just like their peers discussed under “using unmarked forms of the reporting verb” in the above section.

Although overall the upper-intermediate group fared better, a similar case was detected in this higher-level group.

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: Él se dice a sí mismo que a veces la verdad causa muchos problemas. (LTT2)

Back translation into English: He say to himself that the truth make a lot of troubles. (STT2)

Again, the third person singular in the present tense in English, in the case of “say” and “make”, is unmarked. This appears to be a recurring error, which supports Ellis’s (2003) discussion when describing the nature of learner language. “Errors are, to a large extent, systematic and, to a certain extent, predictable” (Ellis, 2003, p. 18). As the author claims learners’ errors do not occur randomly, but they tend to be consistent to the rules they have created in their interlanguages.

Furthermore, interestingly, even when the first (direct) translation (into Spanish) is correct in terms of tenses, the back-translation simplifies the reported verb from past to present tense, as in the following pair from the intermediate group.

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: Él dijo a si mismo que a veces la verdad causa muchos problemas. (XTT2)

Back translation into English: He tell to himself that sometimes the truth to cause many problems. (VTT2)

Once more, the same problem arises, namely, that the third person singular in the present tense is unmarked. This may be due to what Krashen (1985) terms “the natural order hypothesis”, which holds that certain linguistic features are always acquired in the same order, and the third person -s suffix seems to be particularly resistant. Irrespective of whether English is acquired as a first or second language, this conjugation tends to be learnt very late, as can be seen in Table 2.

Table 2. Difficulty order for English grammatical morphemes

1	2	3	4	5	6	7
the/a	-ing	plural -s	regular past -ed	irregular past	possessive ‘s	3rd person -s

Source: Based on Dulay and Burth (1974, in Cook & Singleton, 2014, p. 63).

Because of the frequency this type of error was made, it is very likely that the structure is still in process of acquisition for some learners.

From the teacher's point of view, it could be worth noting that it may not be the time to correct this error, at least not for intermediate students. Reported (or indirect) speech is such an intricate linguistic phenomenon in English, about which the teacher has to be very selective if s/he wants to draw attention to or correct. In my case, I was aware of this cognitive overload, and my objective was to make the students aware of the complexity this linguistic feature in English involved using translation to contrast it with their L1.

Returning to the analysis of the actual translation, it is even more surprising that sometimes when the Spanish translation, correctly or incorrectly, appears in the present tense, the English back-translation uses the past.

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: El dice a si mismo que algunas veces la verdad causa muchos problemas. (CTT2)

Back translation into English: He said himself that sometimes the truth causes too many trouble. (SXTT2)

While this is the only example among the six pairs or trios in the intermediate group, in the upper-intermediate class, two out of three followed the same pattern.

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: Él se dice a si mismo que "la verdad" causa muchos problemas. (CATT2)

Back translation into English: He said to yourself that "the true" causes a lot of problems. (CGTT2)

Once again

ST: He told himself that sometimes the truth causes too many problems.

Direct translation into Spanish: Él se dice a si mismo que a veces la verdad causa demasiados problemas. (ATT2)

Back translation into English: Each time he said himself that the truth can make a lot of problems. (CTT2 & HTT2)

For now, we will ignore that in this example, the last translators' use of a modal verb, "can", instead of simple present, and concentrate on the tendency that the students who translate "él dice" simply use the expression "he said", that could be a result of rote-like

learning. This may be attributed to the fact that students learn chunks, without analyzing the structure (Krashen, 1981). This phenomenon also features in the third segment as well as in the pre- and post-tests, as explained in section 4.6 later on in the chapter.

4.3.3.2 Segment two: “one social psychologist estimates that the average American tells about 200 lies a day”

In the special case of the sentence “One social psychologist estimates that the average American tells about 200 lies a day.”, the students in the intermediate group seemed to have problems in understanding the grammatical structure and identifying the subject and the verb of the sentence. In fact, they reversed these roles and assumed “estimates” is a noun, while “psychologist” is a verb or an adjective. This may be an interference from their L1, where, instead of the English SVO word order, Spanish syntax not only allows for but encourages a VS order.

ST: One social psychologist estimates that the average American tells about 200 lies a day.

Direct translation into Spanish: Un estimado social psicológico dice que un promedio de Americans dice alrededor de 200 mentiras al día. (CTT2)

Back translation into English: One social psychologist that one American's estimates say 200 liar at day. (SXTT2)

Similarly,

ST: One social psychologist estimates that the average American tells about 200 lies a day.

Direct translation into Spanish: Es un factor social psicológico en América 200 mentiras al día. (PTT2)

Back translation into English: It's a social factor psicologic, In America 200 liars at day. (DUTT2)

They even commented on this change in their discussions at the end of the class, as shown in the video recording excerpt.

Es que como que cambió el orden de unas oraciones y yo como que las volví a cambiar (VidT2I 27: 15)

Although the word order did not present a problem for the upper-intermediate students, they still made smaller mistakes in terms of word forms, for example, used an incorrect term of form for “psychologist”. In the first example, the students misspelled the adjectival form:

ST: One social psychologist estimates that the average American tells about 200 lies a day.

Direct translation into Spanish: Un psicólogo social estima que los americanos regulares dicen cerca de 200 mentiras al día! (ATT2)

Back translation into English: A social psicologic average that regular Americans say about 200 lies for day. (CTT2 & HTT2)

While in the second example, the student applied the abstract noun that refers to the field of study:

ST: One social psychologist estimates that the average American tells about 200 lies a day.

Direct translation into Spanish: Un psicólogo social estima que en promedio un americano dice cerca de 200 mentiras al día! (CATT2)

Back translation into English: A social psychology estimate that in average one American said that near of 200 lies per day! (CGTT2)

Similar to other instances of reflection discussed in regard to Task 1, the transcript of the video observation reveals that during the analysis of their translations, at the end of the class, the students became aware of their own mistakes.

Teacher: What do you see?

CGTT2: A decir verdad, muy mal teacher, pero sí se entiende. (VidT2U 28:19)

This quote confirms that, although there were fewer mistakes made by the upper-intermediate students, they were more sensitive to these mistakes and experienced moments of revelation.

I asked them to please compare their versions with the original version and comment upon the similarities and differences they notice in both. From their comments and what I could personally saw, it was a very enriching moment for them and I more than once heard “oh”s, “aha”s, and “mmm”s. (RJTT2-UPP)

Furthermore, the students were also more reflective about how their mistakes could be improved. Even from their reflection, recorded on the video observation, revealed that they later realized where they had gone wrong, as my research diary entry demonstrates:

There was one student who said to me when I was monitoring each group that it had slipped from his mind certain aspects concerning subject and verb agreement. In his words, it was a shame. He said, "How could I have forgotten this?" (RJTT2-UPP)

However, in the next section, I would like to highlight a problem that arose in both groups, which concerns questions formation.

4.3.4 Translation Task 2: Direct Yes/No Questions

I consider this topic to be worth mentioning here because it has particular relevance in terms of the pre- and post-tests, and also reveals some shortcomings in the research design that could be improved in future projects. In addition, questions proved to be very challenging for the students, even in direct speech examples. In fact, only three out of the eighteen pairings provided correct English back-translations of the direct questions included in Text 1 of this Task 2. Being aware that constructions such as questions even in the direct speech form were troublesome for learners can call for further discussion about the design of grammar-based language programs. The original questions were "Does Rick have a problem?" and "Or is he just an ordinary guy?" Just as discussed above, structures like these (i.e. questions in simple tense with auxiliary do/does and the verb "to be") tend to come first in the language instruction learners receive. This is evidence that, indeed, there are some structures which are more complex than others. Even more interesting is the fact that only one pair in the intermediate group produced the correct form in both questions. Another pair, from the upper-intermediate class, produced the first question correctly, but failed to back-translate the second one accurately. Why is it that intermediate learners produced more correct questions, but not their more advanced peers? This seems to coincide with Ellis' (2003) concept of restructuring, which is "the process by which learners reorganize their interlanguage in the light of new evidence about the target language" (p. 143). Perhaps, assimilating the new information on a given structure, learners had already learned overlaps with the previous information about the use of this structure. That is, adding a different layer to the rules learners had already learned affects the way learners used this structure even in

their simpler form, as also suggested by Piaget's (1954) assimilation-accommodation concept pair.

Regarding the mistakes, the students tended to fall into the same traps as we have seen before: dropping the subject, possibly due to L1 transference, and using unmarked forms of the third person singular in present. In the case of the former, various students simply omitted the third person singular pronoun "he" in the second question. For example, in the intermediate group:

Or is he just an ordinary guy? > ¿O solo es un chico normal/ordinario? > ¿Or is only a ordinary boy? (KTT2 & MGTT2)

Or is he just an ordinary guy? > ¿O es él un chico ordinario? > Or is a ordinary boy? (XTT2 & VTT2)

Or is he just an ordinary guy? > ¿O sólo es un chico normal? > Or only is a normal guy? (ESTT2, EUTT2 & MTT2)

This omission is a clear example of syntactic calque, in terms of second language acquisition, a possible linguistic transference as discussed by Alberdi-Larizgoitia (2010).

All three groupings in the upper-intermediate group, somewhat surprisingly, also made the same mistakes:

Or is he just an ordinary guy? > ¿O es solo un tipo ordinario? > ¿Or just is ordinary guy? (CATT2 & CGTT2)

Or is he just an ordinary guy? > ¿O solo es un chico ordinario? > Or, it's just a ordinary boy? (LTT2 & STT2)

Or is he just an ordinary guy? > ¿O es solo un tipo ordinario? > Or is just an ordinary person? (ATT2, CTT2 & HTT2).

It is very interesting to note that even upper-intermediate students tend to forget what they have already learnt or acquired before. It would appear that concentrating on one linguistic feature, distracts them from attending to others. During the completion of these translations, they asked specifically if the task included reported speech.

CTT2: ¿Esto tiene reported speech? (21:05)

Teacher: Maybe.

This made me reflect later about my own role in making the students even more aware of the rationale behind the exercise and developing their metalinguistic competence.

In fact, from this event I started asking how much help was enough on my behalf. I mean, was it okay that I have answered this? Would it have been appropriate and more effective to say that yes, there were a couple of examples in reported speech for students to notice it or was it just fine to have said I didn't know? (RJTT2-UPP)

Their lack of attention to relatively easier features, such as the inverted question form, could be due to their concentrating on the reported speech activities at hand.

As regards the second issue, using unmarked forms of the third person singular in present, there was one pair in each group that used the base form of the verb “have” instead of “has” or, even more properly, “does he have” in the first question. Both the intermediate pair:

Does Rick have a problem? > ¿Rick tiene un problema? > Rick have a problem? (XTT2 & VTT2)

and the upper-intermediate pair

Does Rick have a problem? > ¿Rick tiene un problemas? > Rick have a problem? (CATT2 & CGTT2)

made the same mistake. This kind of error is hard to account for, especially at this level. Again, the only suggestion is that they were concentrating on other issues in the text to be translated and then back-translated. Alternatively, it could be attributed to the fact that “have” can appear both as a main verb and as an auxiliary, which could have confused the students. Finally, it could also be considered as ignoring the inverted question word order. This option in particular raises further questions, as it could lead to further complications in terms of reported speech, where this inverted question order is once again, reversed.

4.3.5 Motivation

In relation to this task, I feel I need to mention the attitude that the students in both classes displayed. After the analysis of Task 1, it was less surprising to hear from the intermediate group that they found the activity “easy”. Even if we take this cautiously, it was obvious that the subject matter contributed to the success of the class, as it can be seen from my reflections. Regarding the intermediate class, I wrote:

It seemed as if students were enjoying what they were reading because they were laughing at some of the common lies people tell. (RJTT2-INT)

Later on, I also included another comment:

It looked they enjoyed the topic and at the time they were coming out with different ideas, and words related to the topic, I also presented vocabulary that they were going to face. (RJTT2-INT)

Similarly, the upper-intermediate students also commented that they found the activity “funny”, as seen from the following video transcript fragment:

CATT2: It was interesting, but it was funny.

Teacher: There's more than one good translation.

STT2: It's complicated changing the languages or the culture because we say things in another way and they say things in another way. (VidT2U 34:25)

It is interesting to note that they even contemplated cultural aspects when thinking about translation. Their general conceptualization of translation, as well as grammar points, is much more complex, as previously discussed and seen in the next research diary excerpt.

I asked them if they had enjoyed the activity and what their opinion about the activity was. They said they liked it very much and as I had observed before, it was harder to translate the text in Spanish back into English. One student said he thought the activity had been really funny. It was interesting for me because, although he had the motivation to learn the language, he's always tired because he's in high school and has many projects and homework going on. When he said that, I was really surprised. They recognized that although their version was not perfect concerning lexical choices, the meaning was pretty similar. (RJTT2-UPP)

In fact, choosing an interesting topic that the students could identify with or find appealing was a key aspect to consider when designing the activities, as I mentioned in section 3.4.2 in the methodology chapter. Given that the grammar point at hand, reported speech, is complicated enough to potentially discourage students from learning, I tried to draw them into the activity by other means.

4.3.6 Summary

Due to the fact that Translation task 2 consisted of two different texts and that these contained various structures and linguistic aspects, a series of problems regarding the grammatical point under study could be observed. These include: using direct speech instead

of indirect speech, simplifying the reporting verb and choosing a more common synonym, using unmarked forms of the reporting verb, ignoring tense agreement, among others. These issues were both observed in statements and direct questions. I proposed different explanations. To understand some of these phenomena, I presented the assimilation and accommodation processes introduced by Piaget (1954), Krashen's (1985) natural order hypothesis as well as the restructuring concept proposed by Ellis (2003). I drew upon these hypotheses to interpret the way in which learners exhibited problems with structures they were supposed to have learned at an early stage in typical language programs. From these, two ideas are clear: 1) before acquiring a new structure, learners place this new information into the previously-learned one, and 2) some structures, no matter the exposure or the period during which they have been working with them, might take just take longer to be acquired.

The second explanation I offered to understand the errors learners displayed was regarding learners' reliance on prefabricated expressions and chunks when using reporting verb forms. As it has been explained above, when learners need to produce under pressure, they rely on routines and patterns (Hatami, 2015; Krashen, 1981; Yoshimura & MacWhinney, 2007). One of the interpretations I presented in the previous sections was that some learners, in their attempt to follow reported speech rules in the subordinate clause, ignored other features, such as the equivalent translation for particular verbs. Given the complexity of indirect speech rules, it is likely that learners were absorbed by them, and could not pay attention to reporting verbs and other aspects as sentence word order.

From this task, it is relevant to emphasize the role the topic of discussion played in the exercise. I consider that, apart from preparing students for the task at hand, the subject helped learners keep motivated and carry out the task. Finally, the enthusiasm showed by intermediate students proved that there was no direct relation between learners' perceptions as labeling the activity as easy and their actual performance.

4.4 Translation Task 3

Similar to Task 1, Task 3 involved a summary exercise. However, this time, the students had to summarize a Spanish text into the L2 English. I chose summary over a direct translation because I was interested in how they would freely express their ideas. As in each case, I first did some brainstorming and then provided the vocabulary that they could find

difficult. Also, I kept the pairing format, to guarantee congruence across the tasks as well as ensure that the students used languaging (Källkvist, 2013). In order to provide them with some context, I handed out the following text, although they only had to summarize the last paragraph.

Fíjate que en todas estas épocas nosotros nos dimos a la tarea de tratar de identificar qué es lo que sucede con las selfies, qué está pasando en México, se están tomando o no se están tomando selfies y justo podemos pasar a la primera lámina del día de hoy y aquí nos vamos a dar cuenta precisamente que el 67 % de la población en México en algún momento se ha tomado una selfie.

Pero si justo vemos que 7 de cada 10 personas en México se ha tomado una selfie, es un porcentaje relativamente alto, creí que iba a estar todavía más alto pero pues seguramente va a crecer este fenómeno, vale la pena resaltar que con este dato al hacer un análisis podemos ver que son principalmente las personas jóvenes, las personas que tienen menos de 40 años y que además tienen una escolaridad mayor a la preparatoria. Son las personas que tienden a tomarse en mayor medida selfies.

Y la segunda lámina del día de hoy, le pregunté a los mexicanos si realiza alguna aplicación para editar las fotos, prácticamente la mitad de las personas, el 49% nos dijo que sí utiliza una aplicación, el 43% nos dijo que no, es decir, tal como la toman la suben a las redes sociales

La tercera lámina justo nos muestra cuáles son los programas o las aplicaciones que se están utilizando para enchular la selfie, instagram es el mandamás, 7 de cada 10 personas usan instagram para editar las fotografías, después está photoshop, picasa y ya por último en la última lámina de hoy precisamente pregunto tratando de entender un poquito este fenómeno por qué se puso de moda tomarse selfies y ya hay respuestas muy interesantes, por ejemplo por vanidad 32%, por popularidad 29%, para recordar momentos, 22%, y pues algo que también me llama la atención es que hay gente que cree que es por inseguridad que se están tomando selfies, no concuerdo con eso pero bueno al final hay gente, casi una quinta parte de la población que dice que es por inseguridad de la persona

There were a series of problems with linguistic expression, for example, interlinguistic transfer in terms of (a) phrasal syntax when translating “no estoy de acuerdo” as “I am not agree”, or (b) using the, sometimes unmarked, infinitive instead of the gerund when translating “para enchular la selfie” as “for to make something beautiful” or “para editar las fotografías” as “for edit the picture”. However, given the focus of this thesis, here I will concentrate on the issues that arose with reference to reported speech.

4.4.1 Analysis of the translation of the reported speech examples

Unsurprisingly, the intermediate class produced more inadequate translations. As we observed in both texts in Task 2, in some cases, the third person singular subject was dropped from the main clause, as was the case of the STT3 & DUTT3 pair, who made the same mistake twice in their short text. First at the very beginning,

“call my attention [sic] that are people who think is for insecurity [sic] that are taking selfies” (STT3 & DUTT3)

then again, towards the end:

“almost a fifth part of the people that said that is for insecurity [sic] of the person” (STT3 & DUTT3).

In both examples, this particular pair dropped the pronoun “it” from the English rendition, which is a common mistake among Spanish-speakers, and can be attributed to interference, or transference, from their L1.

In other instances, the word order calque seen in Task 2 could be observed. For example, one pair wrote:

“in the last slide the author asked why was trendy take selfies” (VTT3 & MTT3).

Here I note that instead of the English word order “taking selfies was trendy”, they replicated the Spanish VS order: “was trendy take selfies”. Using the full or bare infinitive “take” instead of the gerund in a nominal position is also a common mistake among the speakers of Romance languages, and was already pointed out in the introduction to this section. However, as this is outside the focus of this project, I will not comment any further.

Again, it was of little surprise that some students still missed marking the third person singular in the present simple tense, as can be seen in the following two examples. Two groups used the exact same wording when translating the beginning of the text:

“The threeth [sic] slide show” (STT3 & DUTT3 and VTT3 & MTT3).

A third group opted for a different phrasing, but made the same mistake:

“The report of Yamil express [sic]” (XTT3 & BTT3).

A very similar, although uncharacteristic example could also be found in one of the upper-intermediate group’s renditions:

“The report talk [sic] about programs and apps” (PTT3 & CGTT3 & HTT3).

In all three cases, the subject is in the third person singular, therefore, should require a complementary predicate.

In addition, when the students in the intermediate group reported questions, they tried to follow the inverted word order. It seems that they had finally learned the question form, but failed to realize that in indirect questions it had to be re-inverted back to the affirmative neutral order. This mistake mostly manifested in open-ended indirect questions, as in the next example:

“I try understand more this phenomenon why is the popular taking selfies?” (PTT3 & CTT3).

It was repeated across a few groups:

“The last slide the author asked why was trendy take selfies and the answers are” (VTT3 & MTT3).

In the last fragment, in addition to the word order error, the students also forgot to include the auxiliary “are” to mark the present continuous tense.

“The last slide show the why the people taking selfies” (CETT3 & KTT3).

Remarkably, even in the upper-intermediate class there was one group who fell into the same trap.

“Yamil told us wich [sic] was the most popular apps” (STT3 & CATT3).

However, in the majority of cases, the upper-intermediate solutions were excellent, taking care of all aspects, including re-inverted indirect question word order, agreement of tenses, and perspectives of the grammatical agents. One of the groups had minor mistakes, the above mentioned unmarked third person singular and the superlative of a one-syllabus adjective.

The report talk [sic] about programs and apps that are used to make selfies beautiful, Instagram is the most popular after that others editors. Yamil asked why the selfies had become popular, he got many answers, for example, vanity was the top but the most strange [sic] was insecurity. (PTT3 & CGTT3 & HTT3)

However, the final group completed the exercise perfectly.

Between the programs or apps that are been using to make a selfie pretty, Instagram is the top, 7 of each 10 persons use Instagram to edit the photographs. Yamil Nares asked why the selfies had become popular. And the answers were very interesting, for example, for vanity, popularity, keep memories and for insecurity. (LTT3 & ATT3)

Moreover, it is apparent that the upper-intermediate group could summarize, while the intermediate class apparently could not follow these instructions and translated almost the entire paragraph instead. Admittedly, summarizing may be a more difficult task than straightforward translation, something that I will have to consider in the future.

4.4.2 Summary

After analyzing the results obtained in Translation task 3, the skills each group possesses in the L2 seem obvious. Thus, when translating in a freer style as was the case of this summary exercise, upper-intermediate did better than their intermediate peers in terms of sentence and question word order, subject and verb agreement, and reporting from a third person perspective. In contrast, by interpreting intermediate performance, I can still see some errors like the ones explained in the previous task, for example, dropping the subject, and using unmarked forms in the reporting verb. To understand those outcomes, I suggested that language transference and calquing were involved in the answers students gave, as these renditions seemed to be following some kind of calque or linguistic transfer to their own L1.

4.5 Translation Task 4

Task 4 was the only one where the students had to translate from Spanish into English. I left this activity for the last because I hoped that they had seen enough contrastive examples to be able to produce the correct reported speech forms. Once again, I prepared the class for the main exercise by doing a vocabulary brainstorm and shared new vocabulary the students might need for the translating the following text that included the examples of reported speech highlighted in bold.

Al preguntarle al Dr. Guillermo Arbesú si consideraba que existiera algún mal o epidemia que estuviera afectando significativamente la calidad de vida de las sociedades actuales, el doctor contestó que sí y que era el egoísmo sin lugar a dudas el mayor de nuestros males. El Dr. Arbesú continuó diciendo que la tecnología nos ha ayudado en muchos aspectos pero ha generado otro problema: la incomunicación. El Dr. advierte que si queremos cambiar algo entre nosotros, difícilmente lo logremos sin ver a nuestro alrededor y además sin hablarnos. Arbesú explica que cuando

alguien de nosotros tiene un problema serio, recibimos de golpe mucha más atención de la que necesitamos. Esto indica nuestra naturaleza solidaria perdida, porque solo reaccionamos en situaciones extremas. El Dr. considera que para poder recuperar esta solidaridad debemos empezar desde la familia, escuela, hospital, trabajo, etc.

During the translation task, the students followed the same procedure, as I mentioned in my research journal.

Once we finished, I asked them to work exactly the same way as last translation activity. They did so. (RJTT4-UPP)

In the following sections, I provide the analysis of the students' production, again, supported by comments from my research diary and the video observations.

4.5.1 General comments

Out of the four tasks, this was the one where we spent the most time on the preparation, especially on the vocabulary exercises, to the extent that the intermediate group could not finish the translation itself. While the upper-intermediate group normally had time to complete the entire activity, including peer feedback and revision, this was also possible on one occasion with the intermediate group, which I recorded in my research diary in the case of Task 2.

Once we finished, I asked them that if both members of the pair had finished, they needed to show each other the original text of the texts they were working with. It was clear that this caused some surprising reactions to students. (RJTT2-INT)

In this instance, during the class based on Task 4, they got so carried away that the brainstorming exercise took up too much time and the groups could not even finish the translation exercise, let alone the revision.

Another interesting point is that I realized that my grouping techniques worked much better, especially in the upper-intermediate class, and that the groups were more balanced in terms of the distribution of subtasks.

Because the last time students were working with the translation task, I noticed students worked in a nice rhythm, focused and there was not always a one single leader, but a kind of collaborative work. (RJTT4-UPP)

This meant an additional value to their learning experience, which should not only consist of acquiring linguistic competence, but also transferrable skills that they can use in

other areas of their life, such as collaborative work. Furthermore, it is likely that students who continue at the upper-intermediate level are more motivated and / or have developed a series of learning skills and strategies that the intermediate students are still in the process of discovering.

4.5.2 Analysis of the students' translations of the reported speech structures

In the case of this task, I have chosen one example to illustrate the problematic aspects, rather than provide a series of samples. As the same issues arose as in the previous tasks, this seems to be appropriate, in order to avoid repetition or redundancy. As regards of the actual grammar-based translation task, I have decided to break down the analysis into two groups: first, I will discuss how the students managed statements and questions, and then I will examine their translations of reported conditional sentences.

4.5.2.1 Reported statements and questions

From the intermediate group, the first example provides an opportunity to review practically all the errors that have been presented before:

*“que si consideraba que existiera algún mal o epidemia que estuviera afectando...” >
“if considerate that exist any ilnest [sic] or epidemic that was affect” (DTT4)*

For the purpose of this analysis, I will leave aside a deeper analysis of the fact that the students made mistakes regarding the vocabulary and, for example, wrote “considerate” as a verb, which is probably due to a lexical linguistic transfer from their L1, where “considerar”. Similarly, they were unsure of the correct form of the noun “illness”. However, as the focus of this thesis is the production of reported speech, I will concentrate on related issues.

A recurring feature of the translations is the dropping of the third person singular pronominal subject. Here “the doctor” is missing from the rendition, that should read “if he considered...”. Furthermore, as in the previous tasks, students left the past tense unmarked and used a base form of the verb. Finally, they seemed to have more problems with verb forms and did not mark the progressive suffix at the end of “was affecting”.

In the second example, the students were supposed to translate:

“El doctor Arbesú continuó diciendo que la tecnología nos ha ayudado en muchos aspectos pero ha generado otro problema.”

for which I have chosen to analyze the following rendition:

“The Dr. said that tecnology have been help us in many aspects but it generate another problem.” (VTT4 & MGTT4)

The spelling mistake in “technology” aside, the -ing suffix for the present perfect progressive is missing, although we had covered this tense, for the last time shortly before this class, and I had also brought in songs for them to remember this structure more easily. Again, it appears that the reported speech requires the students’ full attention and they are unable to concentrate on other aspects of the sentence. Finally, the verb “generate” is left unmarked, whether the students considered that the appropriate translation for “ha generado” is “has generated” or simply “generated.”

Another interesting English version was phrased by the eldest member of the intermediate class, who has a lot of experience speaking English, although not writing it:

“Dr. Arbesú still saying that the tecnology had been help us in many cases but it had done other problem” (EUTT4).

Once again, I will overlook the spelling mistake and will concentrate on the reported speech issues. In this case, the student overcompensated and used the past perfect form instead, which is a permanent feature in his translations. This may be because he strictly applies the tense agreement rule, according to which, if the main clause is in the past, both simple past and present perfect forms should appear in past perfect in the reported clause. However, this is difficult to confirm, as he omitted the auxiliary from the reporting verb, so it is hard to judge whether he wanted to use “is still saying” or “was still saying” to translate “continuó,” a verb that should have appeared in simple past, “continued”, in any case.

In comparison, there were far fewer problems found in the translations of the upper-intermediate group. The only example worth mentioning was the translation of the section discussed last:

“El doctor Arbesú continuó diciendo que la tecnología nos ha ayudado en muchos aspectos pero ha generado otro problema.”

Here, a group of three students submitted the following English translation:

“The Dr. Arbesú said continue that the technology has help us in many aspects but has provoked other problem.” (CGTT4, HTT4 & PTT4)

This is a very interesting example, as in the first present perfect construction, “has help”, the students missed the past participle marker -e/d, while in the last present perfect construction, “has provoked”, they included it. However, the most striking confusion is regarding “said continue”, which makes no sense. Perhaps they had two versions and forgot to delete it, or they simply could not identify the reporting verb. Alternatively, this phenomenon could be contributed to the “chunk production”, or learning by routines, as suggested by Krashen (1981) and discussed in section 4.3.3 in segment one.

4.5.2.2 Reported conditionals

Although it could be expected that reporting conditional structures would prove more difficult, in fact, both groups repeated the same mistakes, namely, leaving verb forms unmarked or translating by chunks. I will include one example for each segment per group to give the overall idea.

The first segment in Spanish to analyze is as follows:

“El doctor advierte que si queremos cambiar algo entre nosotros, difícilmente lo logremos...”

It was translated into English by one of the intermediate pairs as:

“The Dr. advice that if we want change something between us, difficult” (VTT4 & MGT4).

As it can be observed, the pair did not mark the third person singular at the end of the verb “advice”.

While the upper-intermediate version, especially regarding the second half of the segment, is more sophisticated, the students still tend to make the same mistake, as can be seen from the next example:

“The Dr. warn that if we want to change something among us will hardly get it” (STT4, ATT4 & CATT4).

Here, again, the -s is missing at the end of the verb “warn”. In addition, dropping the subject from the main clause, “we will hardly get it”, seems to reappear.

Although on this occasion, the upper-intermediate group did not make this mistake, among the intermediate pairs, there are two examples of possible chunking, one of which is as follows:

“Dr. said that if we want change something among us it will be very hard that we will do it”. (EUTT4)

From this translation it can be seen that, rather than keeping the present tense and using the verb “advise” or “warn”, the students opted for the past tense “said”, which may be evidence of “learning by routine” (Krashen, 1981).

In the second segment, which reads in the Spanish source as:

“Arbesú explica que cuando alguien de nosotros tiene un problema serio, recibimos de golpe...”

In the intermediate group, there is an example that includes a number of the issues that have already been discussed.

“Arbesú explicit when someone of us have a serious problem, we received ” (CTT4).

First of all, there appears to be a similar type of linguistic transfer with reference to the vocabulary as mentioned in the previous example with “consider”, where, instead of “explain”, the English equivalent of “explica”, the student used “explicit”, which could possibly be a translation of “explicitar”, a synonym in Spanish. In addition, the third person singular verb in present tense, now appearing “explicit”, is missing the -s suffix, thus, once again, the verb tense is left unmarked. The verb “have” also displays the same omission or agreement with “someone”, that should be followed by a verb in the third person singular.

Finally, given that the verb form “recibimos” in Spanish could indicate either the present or the past, there seems to be a misunderstanding in the English translation. This version, apart from the fact that it is misspelled, is in the past tense, while in the source Spanish, it probably refers to the present. This is practically the only example of this kind across the four tasks, which is also reproduced by some of the upper-intermediate students, as can be seen in the following fragment:

“Arbesú explains that when someone of us has a serious problem, we received” (STT4, ATT4 & CATT4).

Remarkably, this is the only mistake in the segment, which shows that the upper-intermediate students were, in general, less likely to make mistakes.

On a final note, it is worth mentioning that one pair in the upper-intermediate group overcompensated in their translation of both segments and used the past tense instead of the present in the reporting verb as well as in the reported clause, which, at least, is consistent within their own logic. Thus, they produced the following two sentences:

“El doctor advierte que si queremos cambiar algo entre nosotros, difícilmente lo logremos...” > “The doctor warned that if we want to change something among us, hardly we will reach it.” (LTT4 & CTT4)

and

“Arbesú explica que cuando alguien de nosotros tiene un problema serio, recibimos de golpe...” > “Arbesú explained that when somebody of us had a serious illness, we suddenly received”. (LTT4 & CTT4)

Once again, this indicates that they are more conscious of the structure and understand better its complexity.

4.5.3 Summary

In Translation task 4, learners' results in both classes showed one or another error category that has already been discussed, like dropping the subject, and drawing on unmarked forms of reporting verbs. However, each group had unique characteristics in addition. Whereas it was more frequent that intermediate learners made these two types of errors, upper-intermediate students made more mistakes with the unmarked forms. As I proposed above, it is possible that learners' language hypotheses concerning certain grammatical constructions may have become so deeply ingrained that they fall into them automatically. This coincided again with Ellis' (2003) discussion on the issue of error analysis, namely, that these do not occur out of the blue, rather tend to be predictable.

In addition, I found that to cope with demanding situations, upper-intermediate learners used more fixed expressions than the intermediate class, sometimes even producing answers that do not make sense. Just as argued in relation to Translation task 2, this corresponds to the use of prefabricated routines and patterns (Hatami, 2015; Krashen, 1981; Yoshimura &

MacWhinney, 2007). It is intriguing, though, that the upper-intermediate group was the one who relied on these more.

Finally, from what I presented in this section, it is relevant to emphasize the problems some students had when recycling structures that I had already covered in class, like the present and past perfect. Both groups showed a number of errors regarding this matter.

Having analyzed the individual translation tasks, in order to demonstrate their effectiveness, in the final section of the analysis, I will evaluate the students' performance in the pre- and post-tests that targeted the production of reported speech examples in English.

4.6 Pre-test and post-test

Evaluating the effectiveness of translation exercises in acquiring reported or indirect speech requires the comparison of the students' pre- and post-activity performance, the examples of which can be reviewed in Annex C. I decided to use conversion exercise from the books, *Advanced grammar in use: A self-study reference and practice book for advanced learners of English* (Hewings, 2000) and *English grammar in use: A self-study reference and practice book for intermediate students* (Murphy, 1994), because it seemed quite standardized in terms of format and the structural component of this complex grammar point. Thus, for example, they had to rewrite the sentence "My father isn't very well" from another person's perspective, where the correct answer could be "Charlie said his father wasn't very well." Similar to the actual translation tasks, I used the same set of sentences in the two groups, because this allowed for an easier assessment.

I would like to emphasize that on both occasions I assured the students that the test was not going to be used for formal evaluation purposes to make them less stressed about the activity. However, I need to mention that not all the students turned up to class all the time. Thus, for the pre-test, in the intermediate group there were eleven students and in the upper-intermediate group there were seven. In the case of the exit exam, fourteen intermediate and seven upper-intermediate students participated. Therefore, I decided to compare the average by student in each group to show how certain patterns can be observed. Just as presented in Chapter 3, for the analysis of learners' errors in this section I decided to rely on a more quantitative interpretation. When possible, qualitative interpretations were offered as well.

However, the emphasis tended to lean more towards the quantitative side of the quantitative and qualitative continuum. I decided to do this because, as discussed in the previous chapter, quantitative research enables the researcher to appreciate numerical changes, which in this thesis will bring information of value for comprehending the effects of translation tasks on learning reported speech. In the following paragraphs, first I will explain the categories I analyzed and then I will provide a comparison between pre- and post-tests as well as the two groups.

4.6.1 Error types

Unsurprisingly, I especially observed in the pre-tests and especially in the intermediate group, quite a few of the students were unable to complete the exercise. As they had never seen reported speech in English before, they simply did not provide an answer. In other cases, they did not accomplish a complete conversion, for example, they left out the reporting clause, as in “His father isn’t very well” (DUENT) in the intermediate group. Apart from these omissions, the types of errors I chose to review partly depended on their relevance to the previous discussion of the translation tasks. In other words, I tried to consider the errors that the students made in class.

Regarding the types of errors that were represented in the tasks, it is interesting to note that there were quite a few that were hardly present or not present at all in the pre- and post-test sentences produced by the students. Dropping the subject and chunking, or reproducing routines, only featured in the sentences of one student in each group. However, in both cases, this was more or less consistent. The rest of the errors included keeping the sentence in direct speech, especially in the case of direct orders. For example, in the intermediate group in the pre-test, one student used quotation marks instead of conversion and left the sentence “Don’t come near me” as “Charlie said me ‘Don’t come near me’.” Another student did not change the personal deictic perspective (Bermúdez, 2008), and for the base sentence “I’m not enjoying my job very much”, wrote “Charlie tall [*sic*] my that I’m not enjoying my job very much” (EUENT) without using quotation marks.

In terms of the reporting verb, I could note two recurring problems: simplifying the verb with a more common synonym and incorrect use of the verbal compliment, mostly preposition. In the first case, a student from the upper-intermediate group in the pre-test

converted “Why did you do that” to “He said that why I had done that” (LENT), where, instead of “ask” she used the verb “say”. Regarding the incorrect use of prepositions, quite a few students consistently left out the preposition “to” after the verb “say.” For example, an intermediate student in the pre-test produced the following sentence “Charlie said me [*sic*] that he’s living in London now” (CEENT). In the upper-intermediate group, some students left out the indirect object personal pronoun following the verb “tell”, as in the following example “Charlie told [*sic*] he didn’t know what Fred was doing” (AENT).

In addition, just like in the translation tasks, sometimes the students left the verbs in an unmarked form, whether it was supposed to be in the simple past tense or in the third person singular in present simple. Interestingly, in both groups, these examples are related with the reported questions. In the intermediate pre-test, a student wrote the sentence “Charlie ask me why did I did that [*sic*]” (EUENT), while in the upper-intermediate post-test another produced the sentence “Ann ask me that who are that woman” (CGEXIT). Similarly, on occasions, the students used the incorrect tense in the main clause, for example, among the upper-intermediate pre-tests I found the sentence “He says why did you do that?” (MENT) instead of “He asked me why I had done it”, although in this example there are further aspects that could also be considered incorrect.

This leads us to the final two error types that, again, were also observed in the translation tasks: tense agreement and indirect question order. Generally, students wrote sentences where the reported verb did not follow the verb agreement rules considering the main verb. In other words, even when the main verb was in past, they simply kept the reported verb in the same tense as in the original. Out of the great number and variety of example, two included here. An intermediate pre-test present tense example is “He said me, He doesn’t know what Fred is doing” (CENT). In the other group, a future tense instance is “Ann said to me that Peter will not be on time” (AEXIT). Finally, it seems the students still struggled with the re-inversion of the indirect question forms. For example, in the upper-intermediate group, a student left the inverted question word order in the indirect speech as “Ann asked to me who was that woman” (PEXIT).

In the following section, I will compare the two groups and the two tests in terms of the errors I have just described.

4.6.2 Pre- and post-test results

4.6.2.1 General comparisons

Having concentrated on the types of errors, it is perhaps time to mention that some students produced correct sentences in the tests. Unsurprisingly, the intermediate students were a little less successful with two correct examples across all the sentences among all the students both in the pre- and post-tests. In comparison, the upper-intermediate students, who were far fewer in number, answered correctly 14 times in the pre-test and 23 times in the post test. This means, that in proportion, their performance was far better. This can also be appreciated from Figure 1., they showed far fewer instances of any kind of errors.

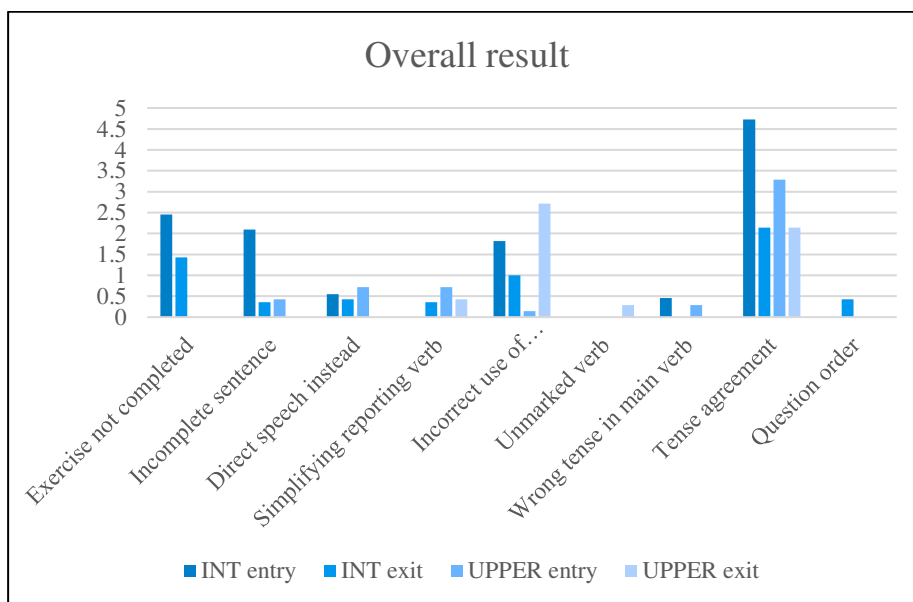


Figure 1. Overall distribution of errors between the two groups and across the pre- and post tests.

Although discussed in greater comparative detail below, even at quick glance at the quantitative results, it is clear that the number of errors shows a decreasing tendency from the intermediate pre-test on one extreme to the upper-intermediate pre-test on the other. In a complementary way, this confirms that the number of correct sentences was on the increase, with regard to the same tendency. In addition, I noted that the upper-intermediate group, even if they made mistakes, these mistakes were less serious and more unique. They were also more uniform in the kind of mistakes they made and only made one or two within the same sentence, compared to the variety of mistakes the intermediate students sometimes displayed

in their solutions, especially in the pre-test, where few of them did not even answer or wrote only half the sentence.

There are two points that may be worth mentioning. First, the most obvious peaks, even if gradually falling in number, are related to tense agreement. On the one hand, the fact that these errors were reduced from the pre- to the post-test shows that the students did learn this component of reported speech in English. On the other, perhaps they concentrated on it too much, and ignored other aspects, which may account for the relatively high number of incorrect use of verbs. This is particularly notable in the upper-intermediate pre-test.

In order to understand why both groups failed so many times in the correct use of tenses, it would be useful to bring into discussion Krashen's (1981) proposals on the matter of prefabricated routines and patterns. In his book *Second Language Acquisition and Second Language Learning*, the author addresses three different positions to ponder the role these have regarding the acquisition of a L2, namely, 1) a determinist perspective which supports that language consists of only prefabricated routines and patterns, and propositional language does not exist; 2) an evolving posture where creative and automatic language develop as independent systems, to then, become one when learners begin to reanalyze their routines and patterns, and 3) a welcoming perspective that aggrandizes routines and patterns as the first components for creative language (pp. 83-84).

In line with these interpretations, I proposed for the results obtained from the translation tasks, where chunks seemed to have had a major role for solving the activities, in this section it is worth mentioning how learners presumably also used fixed expressions in the pre- and post-tests. Drawing on the second position discussed by Krashen (1981), intermediate and upper-intermediate learners' constant tense agreement error appears to indicate that learners were just too absorbed by reporting the main ideas in indirect speech that specific aspects slipped their minds as the following quote illustrates:

In the development of productive structure, the children all seemed to be following the strategy of working the major constituents first and dealing with the grammatical details later.... The process of gradual analysis by which parts of formulas become freed from their original frames yields sentence patterns... in the process, some of the grammatical morphemes and processes are unnoticed and lost. (Clark, 1974, p. 656, in Krashen, 1981, p. 94)

It is likely that, in a similar fashion, participants' attention was split to attend to the demands of the tests. A preference was shown to keep an eye on the ideas conveyed leaving some form details passed by.

4.6.2.2 Intermediate vs upper-intermediate results

On a little closer comparison of the two groups, as seen in Figure 2., a possible interpretation could be offered. Apart from the obvious conclusion that upper-intermediate students should simply know more, the nuances in the results could be explained by a couple of hypotheses. First, Ellis (2003) argues that learners follow a U-shape curve when acquiring knowledge. They start with little, then they learn and as they concentrate on the new information, their performance regarding the same improves. However, as they have to incorporate new knowledge, the previously learnt information may become a little unclear again.

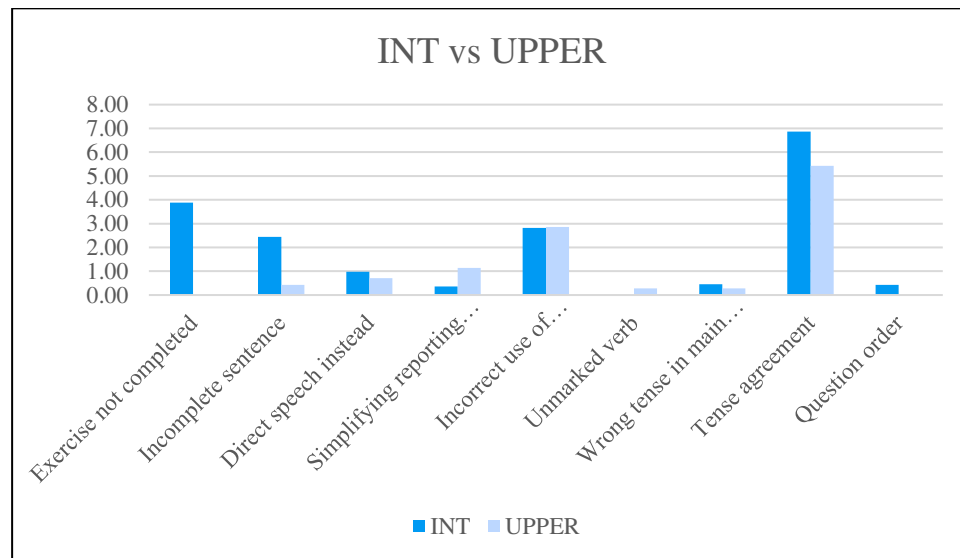


Figure 2. Comparison of the intermediate and the upper-intermediate groups.

This could account for the compensation where, as discussed above, the number of errors in the upper-intermediate group regarding tense agreement is far lower than those made by the intermediate group, while the former group actually made more errors in simplifying the reporting verb and their attention to the verb complements also suffered a little. This is in line with Piaget's (1954) theories of cognitive development, where the assimilation of new knowledge into existing structures continues until these structures cannot

accommodate new knowledge any longer and they need to be reconfigured or accommodated.

4.6.2.3 Pre- and post-test results

Another metaphor for this phenomenon is the way chess players' minds work. According to Sweller (2016), the more experienced and advanced they are, they more possible configurations and move sequences they consider and visualize. This not only takes longer, but it also involves remembering previously played or memorized games. The combinations increase the complexity, which, in some way, is similar to the more advanced students' problem-solving processes.

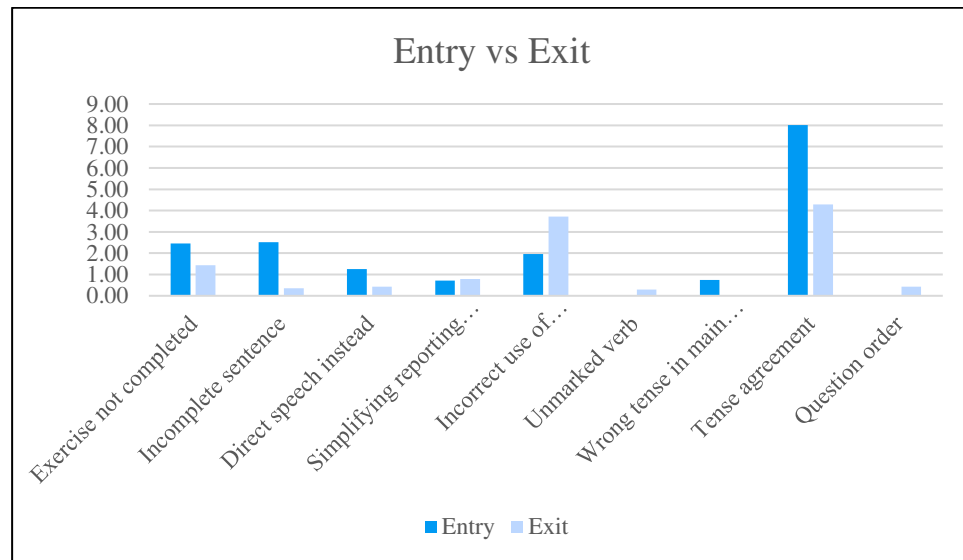


Figure 3. Comparison of the pre- and post-test results.

Apart from these possible interpretations, a more obvious and promising result that is displayed in Figure 3., is the fact that between the two groups there were far fewer no completions and incomplete sentences. This somehow shows that students felt more capable of completing the task, even if they could not do it correctly. At least their confidence increased, which may be partly attributed to the post-translation task discussions analyzed using the video recordings.

4.6.2.4 Intermediate group pre- and post-test results

In terms of the results of the intermediate group, it seems interesting that in Figure 4. there is no change, either decrease or increase, in the number of errors in the “direct speech

instead of indirect speech” category. This raises further questions, and a more qualitative analysis reveals that it was actually the same student, who made those mistakes consistently.

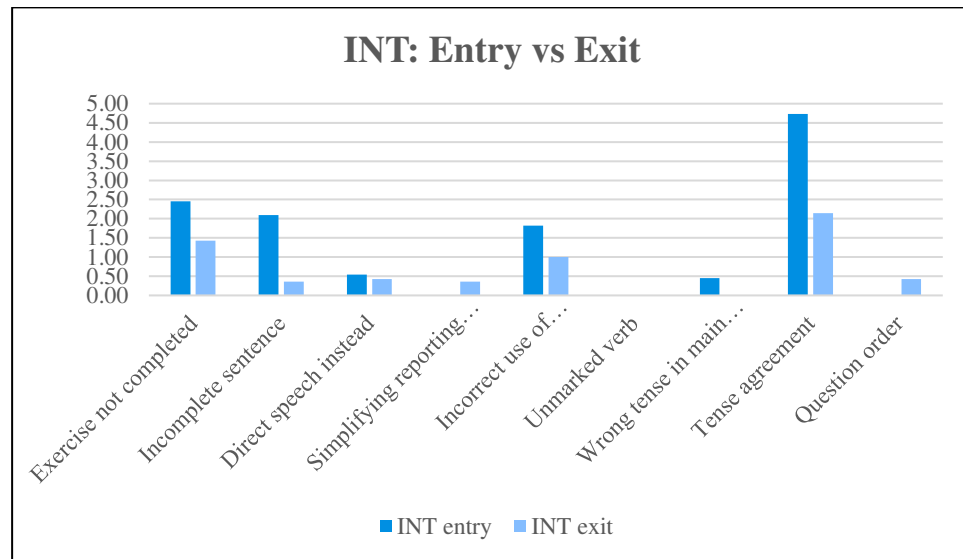


Figure 4. Intermediate group pre- and post-test results.

What is even more remarkable is that there seems to be a difference between her strategies in the pre- and post-tests. In the pre-test she used the direct speech for reporting orders and questions. For example, she even created a dialogue “Charlie asked me “Why did you do that?” and I said “I don’t know” (KENT), instead of the correct answer “Charlie asked me why I had done it.” She consistently used the quotation marks to keep the direct speech, as in the example where an order was kept in the original: “Charlie said me ‘Don’t come near me’.”

On the other hand, in the pre-test, she tried to follow the rules that had been explained, but she still used the quotation marks. So, she wrote the reverted indirect question order, but in inverted commas: ““Who that woman is?”, Ann asked me” (KEXIT). Similarly, in the order, she followed the rule to convert the imperative into infinitive, even in the negative, but kept applying the quotation marks: ““Not to forget to go the supermarket after work’ Ann said me” (KEXIT). This could be another example of Ellis’s (2003) U-shape curve mentioned in this section above.

4.6.2.5 Upper-intermediate group pre- and post-test results

Given that the results on the incorrect use of verb complements and tense agreement have already been discussed, it may be worth concentrating on additional details that Figure 5. displays. First, it is evident that in the upper-intermediate group no one left the exercises incomplete and there were only a few incomplete sentences in the pre-test. The same can be observed in the case of using direct speech instead of indirect speech. Furthermore, there were no instances of problems with the re-inverted indirect question order.

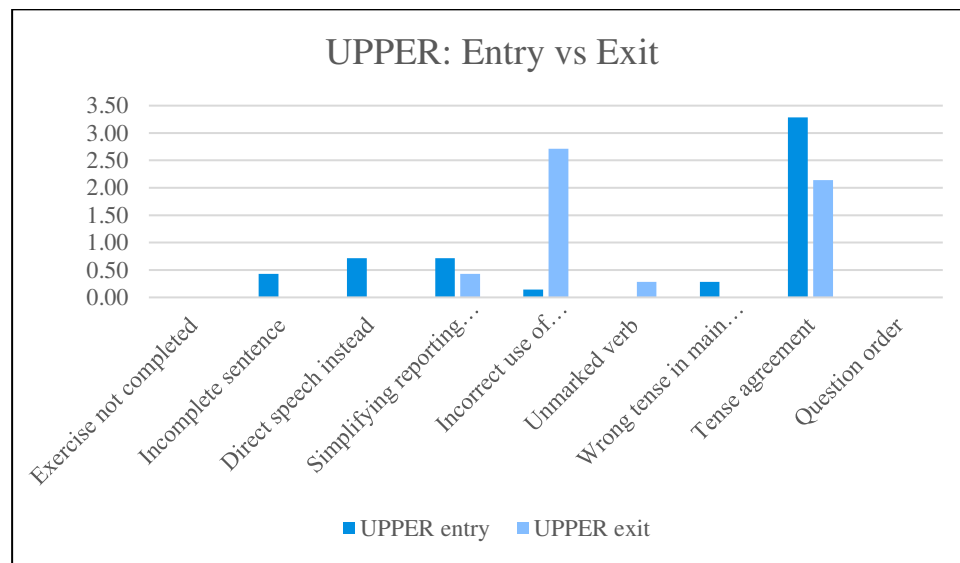


Figure 5. Upper-intermediate group pre- and post-test results.

Again, as in the case of the intermediate group, a short qualitative comment is required. Even though, for example, there still seems to be a relatively high number of tense agreement issues, these are less serious problems than in the intermediate group. In other cases, they are not complicated with further problems. A case in point is the use of prefabricated routines in the intermediate and prefabricated patterns in the upper-intermediate (c.f. Krashen, 1981). In simpler terms, the difference is that while intermediate students keep using “said that” without thinking any further, the problem upper-intermediate students face is how to continue the sentence after the verb “said”. However, they do not resort to routines.

So, while an intermediate student in the post-test would write “Ann said that Peter wouldn’t be on time” (DUEXIT), an upper-intermediate student would answer “Ann said me that Peter wouldn’t be on time” (CGEXIT). Although the intermediate sentence seems correct, this may be due to the fact that the students simply memorized the “s/he said that”

chunk or prefabricated routine. In contrast, the upper-intermediate students tried to go beyond the routine and follow a pattern by including the indefinite object “said to me”, but failed because they omitted the preposition that, in English, follows the verb “say”.

4.6.3 Summary

All in all, as results in both tests show, students made some errors that have been already covered in the translation tasks. However, the frequency and the types of these decreased from the pre-test to the post-test. As it was discussed, this phenomenon might be explained drawing on the U-shape curve and error analysis ideas commented on by Ellis (2003). This means that, even though students may make various mistakes when learning new information due to the assimilation and adaptation processes they go through, their errors are reduced as they advance in their knowledge of the structure, and that the types of errors learners make are predictable.

From the evidence, it appears that reported speech is a complex structure due to some learners’ inability to provide more correct renditions of statements, questions, and orders in indirect speech. It is possible that this assumption led learners to use chunks to compensate for their lack of linguistic knowledge.

Finally, I suggest upper-intermediate students’ language experience contributed to performing better than the intermediate group in general terms, as the increased number of correct answers proves.

4.7 Conclusion

In this chapter, I presented the results of applying translation tasks with intermediate and upper-intermediate students. In order to evaluate the possible effects of these activities, I addressed learners’ performance before and after this research using pre- and post-tests as indicators. In addition, I proposed different interpretations and comparisons among these results’ discussion to answer the research question, taking into consideration what had already been discussed in the literature regarding this topic. In the last chapter, I will respond to this question by approaching the most outstanding outcomes of the present research.

CHAPTER 5: CONCLUSION

5.1 Introduction

In the current chapter, I will offer the reader the most salient results of the research aiming to answer the question I posed at the beginning of this thesis. Following the presentation of the findings, I will consider the implications, limitations, future research and final reflections that arose during and after the analysis of participants' outcomes as well. In so doing, I will share the insights gained from conducting this research both as an investigator and teacher.

5.2 Findings

Based on my analysis (above), the research yielded the following results.

In general, reported or indirect speech appears to be a very complex phenomenon that requires linguistic multitasking: students seem to be able to pay attention only to a select number of features at the same time. This confirms the theories put forward by Krashen (1981) and has clear implications in terms of language teaching as discussed below.

Regarding the comparison between the two levels, the upper-intermediate students seemed to be much more conscious of what was going on in the class. They displayed more metalinguistic knowledge. For example, they knew what certain structures are called and because of their longer exposure to language classes, they were also aware of how a lesson could proceed. Therefore, they could predict that the exercises were based on the phenomenon practiced in the warm-up session, even if this was not explicitly stated.

In terms of using translation to teach reported speech, it seems that the contrastive exercises helped the students and me to observe certain characteristics that their L1 and the L2 share. They also noticed idiosyncratic language use as well as patterns across the group. Furthermore, it aided them in activating their passive knowledge, or building on their schemata, both in the L1 or in the L2.

Concerning the individual tasks, it should also be mentioned that the summary exercises, Tasks 1 and 3, may be just too complicated. The complexity behind these activities lies on the fact that summarizing is a skill in itself; that is, this requires a different

competence. Instead of simple linguistic competence, it demands higher cognitive abilities, so perhaps, it is not the most appropriate way to measure linguistic competence. This will be further discussed in the section on limitations below.

The actual translation exercises, Tasks 2 and 4, worked particularly well, which could be attributed to the topics that I had chosen: lies and health in society. In fact, in the case of Task 4, the intermediate group did not even finish the activity. They were so absorbed in the pre-task discussion.

Task 2 yielded the most interesting results, probably, because it was the most complex, as it comprised both direct and back-translations. In some sense, it offered the greatest contrast between Spanish and English. Perhaps Task 2 is the most appropriate for raising awareness. In addition, it gave the greatest autonomy and I did not have to intervene with the explanations.

Finally, it was interesting to note that students' perceptions of their performance did not coincide with their actual performance. As we saw in the analysis from the video recordings, on a number of occasions, the intermediate students expressed that they found the translation tasks "easy." This, however, contrasts with their actual results, clearly observable in the pre- and post-test analysis. Although they showed progress, there is still some way to go. One possible explanation for this attitude is perhaps that they are still unaware of the complexity of the task, so they do not even know what they should know.

5.3 Implications

It is clear from the pre-test, and especially, the post-tests that the students cannot acquire all the aspects of reported speech. Regarding the time frame for teaching them, it appears insufficient to cover all the features. Therefore, perhaps in the future, reported speech should not be covered in its entirety at the same time, but rather broken down into components. For example, one week could be dedicated to statements, another to questions, and a third one to commands. In addition, personal deictic features could also be treated separately.

The fact, that there was a clear pattern across the four tasks regarding the type of errors the students made, this points to the problem areas that I can address in the future. In

particular, some attention needs to be paid to tense agreement, marking verbs form according to the person and tense, using the correct reporting verb and inverted and re-inverted question word order.

5.4 Limitations

In terms of task design for the data collection, in Task 1, the tenses were somewhat confusing. As a consequence, the students were not sure if they needed to use past or present subjunctive in the translation. In Task 2, one text contained two examples of direct and indirect speech each, while the other included four indirect speech examples. This could have been better balanced so that each student within a pair had the same opportunity to demonstrate their knowledge of reported speech. Furthermore, this second text included questions that seem to cause problems, even in the direct mode. It would have been ideal to challenge the students and raise their awareness of the distinction between Spanish and English questions forms, especially, that they were included in both the pre- and post-tests.

When analyzing the pre- and post-tests, there were some obvious mismatches between these examples and the ones seen in the translation tasks. For example, there were no instructions or commands in reported speech included in the text, while both the pre- and post-tests included instructions. Similarly, only one translation task contained questions, while both the pre- and post-tests incorporate questions too. Finally, one element was completely missing from the translation tasks, which was a change in perspective between the speakers and the reported speakers. It appears from the post-test that this posed difficulty.

Another limitation was the way through which data obtained from more subjective research instruments such as research journals and personal notes were interpreted and analyzed. In most of the occasions when I quoted data from these sources, I assured to connect these to comments I had previously discussed in the most objective research instruments, video-recordings, document analysis, and pre- and post-tests. In so doing, subjective data were more secondary ideas that added support to the most objective data I gathered.

Concerning video-recordings, which I placed more towards the objective continuum, I should highlight another possible limitation the reader needs to take into account when

analyzing the results and interpretation I proposed in this research. Being conscious that, in an attempt by the participants to please the researcher, (i.e., us), participants may behave differently. Thus, there is the possibility that what I observed in these video-recordings could, actually, not depict thoroughly the reality. Perhaps some students acted naturally, but there is the risk that others did not.

5.5 Future research

In line with the last step in the action research cycle, which, as explained in Chapter 2, consists of identifying the problem areas that have not been resolved during the research, I have a couple of ideas to improve the translation tasks that I have designed and used for this thesis. For example, it is clear that trying to research the effect of translation tasks to acquire a difficult grammatical structure, such as reported speech, needs to involve segmenting the different linguistic aspects and not teaching the whole structure at the same time.

Since having a source text with all types of linguistic features of reported speech seems ideal, it would be wise to assure that each translation task contains equal instances of the aspect to be researched, such as just statement or question examples in the text. This would offer equal opportunities for all participants to provide their renditions in the text they would have to translate. At the same time, this would give greater validity to the research results. Consequently, I foresee that such an approach would prove to be more beneficial in terms of learning and teaching gains because the topics could be taught deeply in class without interference from other features of the same construction.

As a final comment, for the design of the tasks, it would be preferable to use tasks that do not involve other cognitive skills in the translation tasks, like summarizing, which, as was discussed in the previous chapter, is a skill in itself. Instead, activities that actually involve translation abilities like the ones observed in the back-translation and direct translation exercises would be desirable.

5.6 Personal reflections and professional contributions

In this final chapter, I discussed the most pertinent results obtained from the data in this project. I addressed a number of considerations for possible areas of improvement that, although not part of the initial research scope, would be worth considering in the classroom.

Furthermore, I discussed the interpretation of the arguments, and some future research ideas in the language teaching and translation studies field regarding teaching complex grammar points. Last but not least, by doing so, I hope that in some small way this has contributed to the discussion about the controversial role translation still has in some language teaching and learning contexts.

In my personal teaching practice, on reflection, I can comment that in the future I would most probably not teach all the various features of reported speech at once. If teaching the structure seems too complicated from the beginning, I would teach only certain aspects. I agree with Walqui (2006), that in education, “less can be more.”

The way to get that ‘more’ is for the ‘less’ to be amplified, for

[...] ‘message abundancy’ (Gibbons, 2003) to surround, engage and support learners [...]. Material is redistributed, different elements are emphasized, but the increased depth of learning that results from a scaffolded approach more than compensates for whatever elements are left out. We may have ‘covered’ less, but in the end we will have ‘uncovered’ more. (p. 178)

To the extent that language teachers can create empathy with learners by adjusting their own teaching style, and preferred techniques in the classroom to cater for the needs of students, we do not only guarantee that learners’ motivation increase when learning a L2 and our contribution of successful language students for our societies, but we also guarantee the dissemination of the idea that committed teachers can become agents of change. This, in my opinion, is one route language teachers can follow to take part in the language teaching professionalization still missing in some contexts.

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ANNEXES

Annex A Task designs

Annex A.1 Translation task 1 design

Teacher: Esmeralda Contreras

Class: Intermediate B1

Date: Monday February 12th, 2018 4-6 p.m.

Background: This class consists of 13 students (12 women and 1 man) from different ages (most of them teenagers; 3 adults and 1 elderly). Therefore, because of this age difference I always have to take into consideration what sort of activities I bring to the class. The average age of the students is 16 years old. This is the second semester I work with the class. There are 2 new students. At this point students have worked with me for two weeks (8 hours). Last semester we covered a range of topics: relative clauses, zero, first and second conditional, simple past, used to and would, and clauses of result. The textbook students are working with is Outstanding! 4. The class has a good attitude, although because of the time they attend the class (in the afternoon), most of them have taken classes in the morning and when they arrive to class they 1) are tired and 2) may arrive late because they have classes at 2:30. The only problem concerning discipline is attendance; when students are on exams or are asked to hand in big projects, they don't attend class and lose a good amount of content (we see each other on Mondays and Wednesdays 2 hours each).

Recent work: Students have recently worked on the use of Present Perfect Simple and Present Perfect Continuous. Along with this, students have worked on the theme Tune in, relaxing, having control and disliking something. Students didn't have class on Monday because of 5 de febrero holiday.

Objective: Students will be able to write a summary in Spanish using reported speech by reading a text in English.

Activity: 55 minutes-1 hr

Activity/class organization: T will divide the class into teams (trios or groups of 4). She will set the context by asking questions about the disadvantages of technology. After some brainstorming, she will present difficult vocabulary from the text they will work with that students may not know. Then, she will hand in a copy to each learner of a fragment of Sherry Turkle's TED talk Connected, but alone. Their job will consist on writing a summary in Spanish about the text they were handed. Once they finish, t will ask learners to read their summaries. She will ask to please not correct or change their original versions for she will collect their works.

Aids: flashcards with vocabulary from the text, copies with the text they will be working with, copies with exercises to test the grammar point introduced (reported speech), markers, board

Language: to turn away, self-aware, solitude, to make room for sth, to reclaim, to matter, bit, to stumble, to hesitate, to reveal

Possible problems and solutions: Students may be worried about the meaning of words. For that reason, t will first present some words students can have difficulty with and make sure they understand what they mean. Another possible problem is concerning grouping. Some students may miss class. T will make smaller groups or ask students to work in pairs.

Taken and adapted from:

Turkle, S. [TED]. (2012, February 4). Connected, but alone? [Video File]. Retrieved from https://www.ted.com/talks/sherry_turkle_alone_together/

Read the following extract from Sherry Turkle's TED talk Connected, but alone. In groups, write a summary in Spanish of what the author discusses.

I'm not suggesting that we turn away from our devices, just that we develop a more self-aware relationship with them, with each other and with ourselves. I see some first steps. Start thinking of solitude as a good thing. Make room for it. Find ways to demonstrate this as a value to your children. Create sacred spaces at home -- the kitchen, the dining room -- and reclaim them for conversation. Do the same thing at work. At work, we're so busy communicating that we often don't have time to think, we don't have time to talk, about the things that really matter. Change that. Most important, we all really need to listen to each other, including to the boring bits. Because it's when we stumble or hesitate or lose our words that we reveal ourselves to each other.

Read the following extract from Sherry Turkle's TED talk Connected, but alone. In groups, write a summary in Spanish of what the author discusses.

I'm not suggesting that we turn away from our devices, just that we develop a more self-aware relationship with them, with each other and with ourselves. I see some first steps. Start thinking of solitude as a good thing. Make room for it. Find ways to demonstrate this as a value to your children. Create sacred spaces at home -- the kitchen, the dining room -- and reclaim them for conversation. Do the same thing at work. At work, we're so busy communicating that we often don't have time to think, we don't have time to talk, about the things that really matter. Change that. Most important, we all really need to listen to each other, including to the boring bits. Because it's when we stumble or hesitate or lose our words that we reveal ourselves to each other.

Read the following extract from Sherry Turkle's TED talk Connected, but alone. In groups, write a summary in Spanish of what the author discusses.

I'm not suggesting that we turn away from our devices, just that we develop a more self-aware relationship with them, with each other and with ourselves. I see some first steps. Start thinking of solitude as a good thing. Make room for it. Find ways to demonstrate this as a value to your children. Create sacred spaces at home -- the kitchen, the dining room -- and reclaim them for conversation. Do the same thing at work. At work, we're so busy communicating that we often don't have time to think, we don't have time to talk, about the things that really matter. Change that. Most important, we all really need to listen to each other, including to the boring bits. Because it's when we stumble or hesitate or lose our words that we reveal ourselves to each other.

Annex A.2 Translation task 2 design

Teacher: Esmeralda Contreras

Class: Intermediate B1

Date: Monday February 19th, 2018 4-6 p.m.

Background: This class consists of 13 students (12 women and 1 man) from different ages (most of them teenagers; 3 adults and 1 elderly). Therefore, because of this age difference I always have to take into consideration what sort of activities I bring to the class. The average age of the students is 16 years old. This is the second semester I work with the class. There are 2 new students. At this point students have worked with me for two weeks (16 hours). Last semester we covered a range of topics: relative clauses, zero, first and second conditional, simple past, used to and would, and clauses of result. The textbook students are working with is Outstanding! 4. The class has a good attitude, although because of the time they attend the class (in the afternoon), most of them have taken classes in the morning and when they arrive to class they 1) are tired and 2) may arrive late because they have classes at 2:30. The only problem concerning discipline is attendance; when students are on exams or are asked to hand in big projects, they don't attend class and lose a good amount of content (we see each other on Mondays and Wednesdays 2 hours each).

Recent work: Students have recently worked on vocabulary related to technology (e.g., development, behind the times, technical, delete, darkrooms, capacity, to be in, etc.).

Objective: Students will be able to write a translation of an English text into Spanish using reported speech and then, translate it again back into English.

Activity: 55 minutes-1 hr

Activity/class organization: T will divide the class into pairs. She will set the context by asking questions about lying. After some brainstorming, she will present difficult vocabulary from the text they will work with that students may not know. Then, she will hand in a copy to each learner of Jennifer Morales' complete text The truth about lying. When students have finished reading the text, t will give to each pair of learners two texts: text 1 and text 2. Each member will have a different text. Their job will consist of writing a translation in Spanish about the text they were handed. Once they finish, t will ask learners to swap their work and translate their partner's work back into English. After finishing their translations, t will give students some time to compare their works with the original texts and spot differences and similarities. Finally, t will answer questions if necessary and collect students' work.

Aids: flashcards with vocabulary from the text, copies with the text they will be working with, markers, board

Language: check (n), to reply, leave (left), fiancée, line (lie), truth-untruth, white lie, harmless, average

Possible problems and solutions: Students may be worried about the meaning of words. For that reason, t will first present some words students can have difficulty with and make sure they understand what they mean. Another possible problem is concerning grouping. Some students may miss class. T will make smaller groups or ask students to work in pairs. Concerning the task in itself, students may not understand what their job will consist of. T will draw on the board the steps of what they are supposed to do: read, translate into Spanish, swap works, translate back into English, compare their works with the original text.

Taken and adapted from:

Morales, J. (2012). The truth about lying. In M. Fuchs & M. Bonner (Eds.), *Focus on grammar 4* (pp. 402-403). USA: Pearson.

TEXT 1

Write down in Spanish what the author says in English. Then, swap your text with your partner. Try to convert your partner's text back into English.

At 9:00, a supervisor from Rick Spivak's bank called and said Rick's credit card payment was late. "The check is in the mail," Rick replied quickly. At 11:45, Rick left for a 12 o'clock meeting across town. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée, Ann, came home with a new haircut. Rick hated it. "It looks great," he said.

TEXT 2

Write down in Spanish what the author says in English. Then, swap your text with your partner. Try to convert your partner's text back into English.

Three lines in one day! Does Rick have a problem? Or is he just an ordinary guy? Each time, he told himself that sometimes the truth causes too many problems. Like Rick, most of us tell white lies—harmless untruths that help us avoid trouble. In fact, one social psychologist estimates that the average American tells about 200 lies a day! He says that lying is a habit, and we justify the lie by telling ourselves it was for a good purpose.

TEXT 1

Write down in Spanish what the author says in English. Then, swap your text with your partner. Try to convert your partner's text back into English.

At 9:00, a supervisor from Rick Spivak's bank called and said Rick's credit card payment was late. "The check is in the mail," Rick replied quickly. At 11:45, Rick left for a 12 o'clock meeting across town. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée, Ann, came home with a new haircut. Rick hated it. "It looks great," he said.

TEXT 2

Write down in Spanish what the author says in English. Then, swap your text with your partner. Try to convert your partner's text back into English.

Three lines in one day! Does Rick have a problem? Or is he just an ordinary guy? Each time, he told himself that sometimes the truth causes too many problems. Like Rick, most of us tell white lies—harmless untruths that help us avoid trouble. In fact, one social psychologist estimates that the average American tells about 200 lies a day! He says that lying is a habit, and we justify the lie by telling ourselves it was for a good purpose.

The truth about lying

by Jennifer Morales

At 9:00, a supervisor from Rick Spivak's bank called and said Rick's credit card payment was late. "The check is in the mail," Rick replied quickly. At 11:45, Rick left for a 12 o'clock meeting across town. Arriving late, Rick told his client that traffic had been bad. That evening, Rick's fiancée, Ann, came home with a new haircut. Rick hated it. "It looks great," he said.

Three lines in one day! Does Rick have a problem? Or is he just an ordinary guy? Each time, he told himself that sometimes the truth causes too many problems. Like Rick, most of us tell white lies—harmless untruths that help us avoid trouble. In fact, one social psychologist estimates that the average American tells about 200 lies a day! He says that lying is a habit, and we justify the lie by telling ourselves it was for a good purpose.

These are our six most common excuses:

- To be polite: "I'd love to go to your party, but I have to work."
- To protect someone else's feelings: "Your hair looks great that way!"
- To feel better about yourself: "I'm looking better these days."
- To appear more interesting to others: "I run a mile every day."
- To get something more quickly: "I have to have that report today."
- To avoid uncomfortable situations: "I tried to call you, but your cell phone was turned off."

How do we get away with all those white lies? First of all, it's difficult to recognize a lie because body language usually doesn't reveal dishonesty. But even when we suspect someone is lying, we often don't want to know the truth. If an acquaintance says she's fine, but she clearly isn't, a lot of people find it easier to take her statement at face value. And when someone tells you, "You did a great job!" you probably don't want to question the compliment!

Is telling lies a new trend? In one survey, the majority of people who answered said that people were more honest in the past. Nevertheless, lying wasn't really born yesterday. In the 18th century, the French philosopher Vauvenargues told the truth about lying when he wrote, "All men are born truthful and die liars."

Annex A.3 Translation task 3 design

Teacher: Esmeralda Contreras

Class: Intermediate B1

Date: Wednesday February 28th, 2018 4-6 p.m.

Background: This class consists of 13 students (12 women and 1 man) from different ages (most of them teenagers; 3 adults and 1 elderly). Therefore, because of this age difference I always have to take into consideration what sort of activities I bring to the class. The average age of the students is 16 years old. This is the second semester I work with the class. There are 2 new students. At this point students have worked with me for two weeks (16 hours). Last semester we covered a range of topics: relative clauses, zero, first and second conditional, simple past, used to and would, and clauses of result. The textbook students are working with is Outstanding! 4. The class has a good attitude, although because of the time they attend the class (in the afternoon), most of them have taken classes in the morning and when they arrive to class they 1) are tired and 2) may arrive late because they have classes at 2:30. The only problem concerning discipline is attendance; when students are on exams or are asked to hand in big projects, they don't attend class and lose a good amount of content (we see each other on Mondays and Wednesdays 2 hours each).

Recent work: Students have recently worked on reported speech: statements, requests/orders and questions. Learners have also been working on different language functions: expressing function, discussing technology and talking about something expensive. They have also worked on reading texts related to technology.

Objective: Students will be able to write a summary of a Spanish news report into English using reported speech.

Activity: 55 minutes-1 hr

Activity/class organization: T will divide the class into pairs. She will set the context by asking questions about technology and its impact on our lives: Why do we take pictures? Why do we take selfies? Does everybody take pictures? After some brainstorming, she will present difficult vocabulary from the text they will work with that students may not know. Then, she will hand in a copy to each learner of Yamil Nares' report *Qué tantas selfis se toman los mexicanos*. After reading together the whole report, t will give learners a copy of the last fragment of the report. Their job will consist of summary in English about the part of the text they were handed. Once they finish, t will ask learners to share their work. Students will not be allowed to change their original translations. Finally, t will answer questions if necessary and collect students' work.

Aids: flashcards with vocabulary from the text, copies with the text they will be working with, markers, board

Language: lámina (diapositiva), enchular, mandamás, fenómeno, ponerse de moda, por vanidad, por popularidad, llamar la atención, por inseguridad, quinto/a, población

Possible problems and solutions: Students may be worried about the meaning of words. For that reason, t will first present some words students can have difficulty with and make sure they understand what they mean. Another possible problem is concerning grouping. Some students may miss class. T will make smaller groups or ask students to work in pairs.

Taken and adapted from

Nares, Y. [Noticiero Televisa]. (2018, January 5). *Qué tantas selfis se toman los mexicanos* [Video File]. Retrieved from <https://www.youtube.com/watch?v=mELvjCWmKwg>

Qué tantas selfis se toman los mexicanos

por Yamil Nares, director de Defoe México

“Fíjate que en todas estas épocas nosotros nos dimos a la tarea de tratar de identificar qué es lo que sucede con las selfies, qué está pasando en México, se están tomando o no se están tomando selfies y justo podemos pasar a la primera lámina del día de hoy y aquí nos vamos a dar cuenta precisamente que el 67 % de la población en México en algún momento se ha tomado una selfie.

Pero si justo vemos que 7 de cada 10 personas en México se ha tomado una selfie, es un porcentaje relativamente alto, creí que iba a estar todavía más alto pero pues seguramente va a crecer este fenómeno, vale la pena resaltar que con este dato al hacer un análisis podemos ver que son principalmente las personas jóvenes, las personas que tienen menos de 40 años y que además tienen una escolaridad mayor a la preparatoria. Son las personas que tienden a tomarse en mayor medida selfies.

Y la segunda lámina del día de hoy, le pregunté a los mexicanos si realiza alguna aplicación para editar las fotos, prácticamente la mitad de las personas, el 49% nos dijo que sí utiliza una aplicación, el 43% nos dijo que no, es decir, tal como la toman la suben a las redes sociales

La tercera lámina justo nos muestra cuáles son los programas o las aplicaciones que se están utilizando para enchular la selfie, instagram es el mandamás, 7 de cada 10 personas usan instagram para editar las fotografías, después está photoshop, picasa y ya por último en la última lámina de hoy precisamente pregunto tratando de entender un poquito este fenómeno por qué se puso de moda tomarse selfies y ya hay respuestas muy interesantes, por ejemplo por vanidad 32%, por popularidad 29%, para recordar momentos, 22%, y pues algo que también me llama la atención es que hay gente que cree que es por inseguridad que se están tomando selfies, no concuerdo con eso pero bueno al final hay gente, casi una quinta parte de la población que dice que es por inseguridad de la persona.”

Annex A.4 Translation task 4 design

Teacher: Esmeralda Contreras

Class: Intermediate B1

Date: Monday February 26th, 2018 4-6 p.m.

Background: This class consists of 13 students (12 women and 1 man) from different ages (most of them teenagers; 3 adults and 1 elderly). Therefore, because of this age difference I always have to take into consideration what sort of activities I bring to the class. The average age of the students is 16 years old. This is the second semester I work with the class. There are 2 new students. At this point students have worked with me for two weeks (16 hours). Last semester we covered a range of topics: relative clauses, zero, first and second conditional, simple past, used to and would, and clauses of result. The textbook students are working with is Outstanding! 4. The class has a good attitude, although because of the time they attend the class (in the afternoon), most of them have taken classes in the morning and when they arrive to class they 1) are tired and 2) may arrive late because they have classes at 2:30. The only problem concerning discipline is attendance; when students are on exams or are asked to hand in big projects, they don't attend class and lose a good amount of content (we see each other on Mondays and Wednesdays 2 hours each).

Recent work: Students have recently worked on reported speech: statements, requests/orders and questions. Learners have also been working on different language functions: expressing function, discussing technology and talking about something expensive.

Objective: Students will be able to write a translation of a Spanish interview into English using reported speech.

Activity: 55 minutes-1 hr

Activity/class organization: T will divide the class into pairs. She will set the context by asking questions about health: what is its role in today's world? what do you think doctors think about today population's health and people's health 2 or 3 decades ago? After some brainstorming, she will present difficult vocabulary from the text they will work with that students may not know. Then, she will hand in a copy to each learner of Dr. Guillermo Arbesú's interview La salud debe ser un valor para la sociedad. Their job will consist of writing a translation in English about the text they were handed. Once they finish, t will ask learners to share their work. Students will not be allowed to change their original translations. Finally, t will answer questions if necessary and collect students' work.

Aids: flashcards with vocabulary from the text, copies with the text they will be working with, markers, board

Language: mal, epidemia, sociedad actual, egoísmo, sin lugar a dudas, incomunicación, advertir, recibir de golpe, solidario (a)-solidaridad, reaccionar

Possible problems and solutions: Students may be worried about the meaning of words. For that reason, t will first present some words students can have difficulty with and make sure they understand what they mean. Another possible problem is concerning grouping. Some students may miss class. T will make smaller groups or ask students to work in pairs. Concerning the task in itself, students may not understand what their job will consist of.

Taken and adapted from:

Los Andes. (2015). La salud debe ser un valor para la sociedad, entrevista con el Dr. Guillermo Arbesú. *Los Andes*. 28 Septiembre, 2015. <https://losandes.com.ar/article/-la-salud-debe-ser-un-valor-para-la-sociedad-entrevista-con-el-dr-guillermo-arbesu>

The following text is part of an interview with Dr Guillermo Arbesú. With your partner, use the text in Spanish to relate it in English using reported speech.

Al preguntarle al Dr. Guillermo Arbesú si consideraba que existiera algún mal o epidemia que estuviera afectando significativamente la calidad de vida de las sociedades actuales, el doctor contestó que sí y que era el egoísmo sin lugar a dudas el mayor de nuestros males. El Dr. Arbesú continuó diciendo que la tecnología nos ha ayudado en muchos aspectos, pero ha generado otro problema: la incomunicación. El Dr. advierte que si queremos cambiar algo entre nosotros, difícilmente lo logremos sin ver a nuestro alrededor y además sin hablarnos. Arbesú explica que cuando alguien de nosotros tiene un problema serio, recibimos de golpe mucha más atención de la que necesitamos. Esto indica nuestra naturaleza solidaria perdida, porque solo reaccionamos en situaciones extremas. El Dr. considera que para poder recuperar esta solidaridad debemos empezar desde la familia, escuela, hospital, trabajo, etc.

Annex B Students' answers / Tasks summaries ¹

Annex B.1 Task 1 Summary (Summary from L2 (English) to L1 (Spanish) using reported speech)

ST	TT Summary Int	TT Summary Upp
<p>I'm not suggesting that we turn away from our devices, just that we develop a more self-aware relationship with them, with each other and with ourselves. I see some first steps. Start thinking of solitude as a good thing. Make room for it. Find ways to demonstrate this as a value to your children. Create sacred spaces at home -- the kitchen, the dining room -- and reclaim them for conversation. Do the same thing at work. At work, we're so busy communicating that we often don't have time to think, we don't have time to talk, about the things that really matter. Change that. Most important, we all really need to listen to each other, including to the boring bits. Because it's when we stumble or hesitate or lose our words that we reveal ourselves to each other.</p>	<p>No sugieren alejarse de los dispositivos, pero si hacer conciencia de que debemos fomentar la comunicación tanto en la casa como en el trabajo. Que debemos encontrar la manera de que esto es valioso para los niños y fomentar la conversación ya sea en la cocina o en el comedor. Debemos buscar tiempo para hablar de las cosas que realmente importan y que tenemos que aprender a escuchar aunque la conversación sea un poco aburrida; porque cuando dudamos al tomar decisiones o no encontrar las palabras adecuadas, revelan o proyectan cómo somos ante los demás.</p>	<p>PTT1/CATT1/LTT1 Ella dijo que no estaba sugiriendo que dejáramos de ver nuestros dispositivos, solo que creáramos una relación más consciente con ellos, con los demás y con nosotros mismos. Vio algunos primeros pasos. Que comenzáramos a pensar en la soledad como una cosa buena. Que hiciéramos espacio para ello. Encontráramos maneras de demostrar esto como un valor para nuestros hijos. Creáramos espacios sagrados en casa. Y que hiciéramos lo mismo en el trabajo. Pero más importante, que necesitábamos escucharnos, incluyendo las partes aburridas. Porque es cuando dudamos o perdemos nuestras palabras que nos revela a los demás.</p>
	<p>Sherry Turkle habla de la tecnología o nuestros aparatos electrónicos de como hemos avanzado con la tecnología pero a su vez nos estamos quedando solos, tenemos que tomar conciencia de como usarlos, se piensa que la soledad es buena pero no siempre, abrimos más a la conversación con otros, con nuestros hijos, cuidarlos evitar accidentes dentro de casa, necesitamos escucharnos unos a otros aunque sean cualquier tipo de cosas, aburridas, buenas o malas. Debemos encontrar el balance de nuestros dispositivos.</p>	
	<p>La autora nos da a entender que los aparatos electrónicos son muy útiles pero también pueden causar problemas, debido a que dedicamos mucho tiempo a estar en el celular o computadora que estar con nuestros seres queridos y eso provoca que nos distanciamos y nos peleemos con mayor facilidad y la convivencia ya no es la misma. Esto mismo nos ocasiona problemas de que tengamos más <u>facilidad de distracción</u> y <u>no pensar con demasiada claridad</u>.</p> <p>El otro día me encontré con un artículo llamado Connected, but alone, que en su traducción en español sería conectado pero solo. La autora es Sherry Turkle ella nos habla de la importancia de la convivencia que estamos tan ocupados con la tecnología que nos olvidamos de las personas que están a nuestro alrededor, ella sugiere que encontremos la forma de convivir más en nuestras familias o en nuestros espacios de trabajo. Que necesitamos escucharnos los unos a los otros incluyendo las cosas aburridas.</p>	<p>Shery Turkle [<i>sic</i>] dice que no debemos estar conectados a nuestros aparatos todo el tiempo, debemos tener conciencia que debemos aprovechar el tiempo en nuestra relación con los demás y con nosotros mismos ella dijo que el primer paso es crear espacios sagrados en casa, la cocina, la sala, y pedir conversación (comunicación) ella dice que deberíamos hacer lo mismo en el trabajo y hablar de las cosas que realmente importan, ella dice que lo que necesitamos es escuchar y hablar incluyendo las cosas más insignificantes.</p>

¹ Please note that all mistakes, grammar or otherwise, were left as presented by the students.

Annex B.2 Task 2 (Back translation from Spanish to English to Spanish)

Task 2. Text 1. Intermediate.				
	Direct speech	Direct speech	Indirect speech	Indirect speech
	“The check is in the mail,” Rick replied quickly.	“It looks great,” he said.	A supervisor from Rick Spivak’s bank called and said Rick’s credit card payment was late.	Rick told his client that traffic had been bad.
DUTT2 PTT2	El pago está en el correo, Rick contestó rápidamente. (what) the pay that in the post Rick quick to replied	“Se ve bien”, le dijo. see good	Un supervisor del banco Rick Spivac llamó y dijo que el pago de la tarjeta de Rick estaba atrasado. A supervisor of the bank Rick Spivak call and said	Rick le dijo a su cliente que el tráfico estaba fuerte. Rick said your client what the traffic are severe.
SXTT2 CTT2	“El check está en el mail” Rick replicó con rapidez. “The check is in the mail” Rick to reply a quickly.	“Es un look genial”, dijo. Rick (no understandable)	Un supervisor del banco de Rick Spivak llamó y dijo que el pago de la tarjeta de crédito de Rick fue tardado. A supervisor call and said what the payment the Rick’s credit card it’s late.	Rick dijo que sus clientes que traficaba, estaba mal. Rick say your clients were bad.
MGTT2 KTT2	“El cheque está en el mail”, Rick dijo rápidamente. “The payment is in the mail”, Rick said quickly.	“Se te ve genial”, dijo. “This new hair look is very cool” he said.	Un supervisor del banco Rick Spivak’s llamó y dijo que el crédito de Rick del pago de la tarjeta de crédito estaba tarde. A supervisor from the bank Rick Spivak’s called and said that the Rick’s credit from the payment from the credit target was late.	Rick le dijo a su cliente que el tráfico estaba muy mal. Rick told her client that the traffic was very wrong.
CETT2 DTT2	“El cheque está en el correo”, Rick contestó rápidamente. “The check was in the mail” Rick answer fast.	“Luce bien”, dijo. “Look great” he said.	Un supervisor del Banco de Rick Spivank llamó y dijo que el pago de la tarjeta de crédito de Rick estaba atrasado. A supervisor of Rick’s Spivank Bank called and said that the payment of the credit cart of Rick was to be late.	Rick le contó a su cliente que el tráfico había estado mal. Rick tell him client that the traffic had been bad.

<p>VTT2 XTT2</p>	<p>“El cheque está en el correo”, Rick contestó rápidamente. “Check is in the mail”, Rick reply quickly.</p>	<p>Pero le dijo que lucía genial. But he said that look cool.</p>	<p>El supervisor de Rick Spivak’s banco llamó y le dijo a Rick que el pago de su tarjeta está retardado. The supervisor Rick Spivak bank he called and said to Rick that the pay of his card is late</p>	<p>Rick le dijo a su cliente que el tráfico había estado terrible. Rick said to his client that the traffic had horrible.</p>
<p>MTT2 ESTT2 EUTT2</p>	<p>El cheque está en el correo, Rick contestó rápidamente. Rick said that the check at post mail he answered quickly</p>	<p>Está genial, el dijo. But it was great he said.</p>	<p>Un supervisor de Rick del banco Spivak lo llamó y le dijo que el pago de su tarjeta de crédito ya había pasado. Supervisor of Rick at the Spivak Back call him at 9:00 and he told him that the paid of the credit card already has been (vencido).</p>	<p>Rick habló su cliente que el tráfico había estado pesado. Rick said that he came late because the traffic was heavy.</p>

Task 2. Text 1. Upper-intermediate.				
	Direct speech	Direct speech	Indirect speech	Indirect speech
	“The check is in the mail,” Rick replied quickly.	“It looks great,” he said.	A supervisor from Rick Spivak’s bank called and said Rick’s credit card payment was late.	Rick told his client that traffic had been bad.
CGT2 CATT2	“El cheque está en el correo”, Rick respondió rápidamente “The check is on the mail” he said.	“Se te ve bien”, el dijo. “it looks great”, he said/he told her.	Un supervisor del banco de Rick Spivak lo llamó y le dijo que el pago de su tarjeta de crédito esta atrasado. Rick Spivak’s bank supervisor called him and told him that the payment was late.	Rick les dijo a sus clientes que el tráfico estaba pesado. Rick told to his customers that the traffic was hard.
STT2 LTT2	“El cheque está en el correo” Rick contestó rápido. “The check is the email”. Rick reply quickly.	Él dijo, “se ve genial”. But he said “it looks great”.	Un supervisor del banco de Rick Spivak lo llamó y dijo que el pago de su tarjeta estaba atrasado. Rick Spivak’s bank supervisor called him and tell to him that their card payment was late.	Rick le dijo a su cliente que hubo mucho tráfico. Rick tell to his client that there were a lot of traffic.
HTT2 ATT2 CTT2	“El cheque está en el buzón” contestó Rick rápidamente. “The check is in the mail box”. Rick answer quickly.	“Se ve grandioso” dijo el. “It looks great!” He said.	Un supervisor del banco de Rick Spivak llamó y dijo que el pago de la tarjeta de crédito de Rick estaba retrasado. A supervisor from the Rick Spavik bank called and told that the bill of the Rick’s credit card was delay.	Rick le dijo a su cliente que el tráfico estaba muy mal. He told his client that the traffic was bad.

Task 2. Text 2. Intermediate.			
	Indirect speech	Indirect speech	Indirect speech
	He told himself that sometimes the truth causes too many problems.	One social psychologist estimates that the average American tells about 200 lies a day.	He says that lying is a habit, and we justify the lie by telling ourselves it was for a good purpose.
PTT2 DUTT2	Cada vez le causa muchos problemas. He cost a lot of problems	Es un factor social psicológico en América 200 mentiras al día. It's a social factor psicologic, In America 200 liars at day.	Nosotros justificamos la mentiras para un buen propósito. We only justify the liar for a good purpose.
CTT2 SXTT2	El dice a si mismo que algunas veces la verdad causa muchos problemas. He said himself that sometimes the truth causes too many trouble.	Un estimado social psicológico dice que un promedio de Americans dice alrededor de 200 mentiras al día. One social psychologist that one American's estimates say 200 lier at day.	El dice que mentir es un hábito, y nosotros justificamos la mentira diciéndonos a nosotros mismos haciendo esto un buen propósito. He said that lying is a tells about (no understandable), and we justify the lie say at weself that it's for a good purpose.
KTT2 MGTT2	El habla consigo mismo que a veces la verdad causa también muchos problemas. He talk with hiself that sometimes the truth causes problems too.	Una psicóloga social estima que el promedio americano habla con 200 mentiras al día. A social psychologist tell that the average American talk with 200 lies at day.	El dice que mentir es una habilidad y nosotros justificamos la mentira de hablar de nosotros mismos era para un buen propósito. He said that lie is an hability and we justificate the lie that talk about ouselves is for a good purpose.
DTT2 CETT2	Él cada vez cuenta mentiras sobre él. Every time he tell lies about him.	-	Él dice que mentir es un hábito y él justifica que las mentiras son buenas para lograr un objetivo. He says that lying is an habit and he justify that the lies are good for a purpose.
XTT2 VTT2	Él dijo a si mismo que a veces la verdad causa muchos problemas. He tell to himself that sometimes the truth to cause many problems.	Un psicólogo social dijo que la mitad de América decían acerca de 200 mentiras al día! One psychologist said that the half of America told about 200 lies for day!	Él dijo que las mentiras es un hábito, y que nosotros usamos las mentiras por decir a nosotros mismos que fue un buen objetivo. He said that the lies are a habit and we use the lies for say ourselves that was a good objective.
ESTT2 EUTT2 MTT2	Él se dice a sí mismo que algunas veces la verdad causa muchos problemas. He say himself that sometimes the true causes a lot of problems.	Un psicólogo estima que los Americanos en promedio dicen 200 mentiras en un día! A social psychologist social that average a two hundred liars for day!	Él dice que mentir es un hábito y nosotros justificamos la mentira por un buen propósito. He say that the lie is a habit and we justify the lie that we say for a good purpose.

Task 2. Text 2. Upper-intermediate.

	Indirect speech	Indirect speech	Indirect speech
	He told himself that sometimes the truth causes too many problems.	One social psychologist estimates that the average American tells about 200 lies a day.	He says that lying is a habit, and we justify the lie by telling ourselves it was for a good purpose.
CATT2 CGTT2	El se dice a si mismo que “la verdad” causa muchos problemas. He said to yourself that “the true” causes a lot of problems.	Un psicólogo social estima que en promedio un Americano dice cerca de 200 mentiras al día! A social psychology estimate that in average one American said that near of 200 lies per day!	El dice que mentir es un hábito y nosotros justificamos la mentira diciéndonos a nosotros mismos que fue por un buen propósito. He said that lie is an habit and we justify the lie said to us that it was for a good purpose.
LTT2 STT2	Él se dice a sí mismo que a veces la verdad causa muchos problemas. He say to himself that the truth make a lot of troubles.	Un psicólogo social estima que el Americano promedio dice cerca de 200 mentiras al día! A social psychologist estimates that avarage American say around 200 lies at day!	Él dice que mentir es un hábito y justificamos la mentira diciéndonos a nosotros mismos que fue por un buen propósito. He says to lie is a habit and we justify the lie, saying to ourselves that was for a good purpose.
ATT2 CTT2 HTT2	El se dice a si mismo que a veces la verdad causa demasiados problemas. Each time he said himself that the truth can make a lot of problems.	Un psicólogo social estima que los americanos regulares dicen cerca de 200 mentiras al día! A social psicologic average that regular americans say about 200 lies for day.	El dice que el mentir es hábito, y nosotros justificamos la mentira diciéndonos a nosotros mismos que era por un buen propósito. He said that lie is an habit and we justified lie saying to us that are for a good purpose.

Task 2. Text 2. Yes/no questions		
	Does Rick have a problem?	Or is he just an ordinary guy?
Task 2. Text 2. Intermediate. Yes/no questions.		
PTT2 DUTT2	Rick tiene un problema? Rick has a problem?	¿O será que es ordinario? or it's a habit?
CTT2 SXTT2	¿Tendrá un problema Rick? Does Rick have a problem?	o es un chico ordinario? or Is he an ordinary guy?
KTT2 MGTT2	¿Ricardo tiene un problema? Rick has a problem?	¿O solo es un chico normal/ordinario? ¿Or is only a ordinary boy?
DTT2 CETT2	_____	_____
XTT2 VTT2	¿Rick tiene un problema? Rick have a problem?	¿O es él un chico ordinario? Or is a ordinary boy?
ESTT2 EUTT2 MTT2	¿Rick tiene un problema? Has Rick a problem?	¿O sólo es un chico normal? or only is a normal guy?
Task 2. Text 2. Upper-intermediate. Yes/no questions.		
CATT2 CGTT2	¿Rick tiene un problemas? ¿Rick have a problem?	¿O es solo un tipo ordinario? ¿or just is ordinary guy?
LTT2 STT2	¿Tiene Rick un problema? Has Rick a problem?	¿O solo es un chico ordinario? Or, it's just a ordinary boy?
ATT2 CTT2 HTT2	Tiene Rich un problema? Does Rick have a problem?	¿O es solo un tipo ordinario? or is just an ordinary person?

Annex B.3 Task 3 Summary (Summary from L1 (Spanish) to L2 (English) using reported speech)

Task 3. Summary	
<p>La tercera lámina justo nos muestra cuáles son los programas o las aplicaciones que se están utilizando para encharlar la selfie, instagram es el mandamás, 7 de casa 10 personas usan instagram para editar las fotografías, después está photoshop, picasa y ya por último en la última lámina de hoy precisamente pregunto tratando de entender un poquito este fenómeno por qué se puso de moda tomarse selfies y ya hay respuestas muy interesantes, por ejemplo por vanidad 32%, por popularidad 29%, para recordar momentos, 22%, y pues algo que también me llama la atención es que hay gente que cree que es por inseguridad que se están tomando selfies, no concuerdo con eso pero bueno al final hay gente, casi una quinta parte de la población que dice que es por inseguridad de la persona.</p>	
Task 3. Intermediate	
STT3 DUTT3	<p>The threeth slide show us which are the programs or aplicaciones that had been using for to make a selfie beautiful, instagram is the most popular 7 of 10 people use instagram for edite the potographys, after is photoshop, picasa and for the last slide for today precisely ask trying to understand a little bit this phenomenon why is trendy take selfies and now have answers very interestings, for example, for vanity 32%, for popularity 29%, for remember moments 22%, and there is something that to call my attention that are people who think is for insecurity that are taking selfies, I'm not agree with that but at the end there are people, almost a fifth part of the people that said that is for insecurity of the person.</p>
PTT3 CTT3	<p>The threed slide looks the programs or apps what used for to make something beautiful, for example Instagram app it is the most popular, one percent of 70% used instagram app for edit the picture/photography, after is photoshop, picasa app and the last slide of today precisely I asked, I try understand more this phenomenon why is the popular taking selfies? and exist very interesting answers, for example for vanity 32%, popular 29%, for remember moments 22% and other thing to seek attention is exist people what believed taking selfies is for insecurity, I am not sure, and someone of community of people say is for insecurity.</p>
CETT3 KTT3	<p>The slide shows the program that the people use to make selfies beautiful. Instagram is the most important with a 70%, after is photoshop and picasa. The last slide show the why the people taking selfies, there are many answers, for example, the 32% of the people say that the people taking selfies for vanity, for popularity 29% and remember moments 22%, this phenomenon to be trendy for this causes. There are people that think the people taking selfies because they are insecurity.</p>
XTT3 BTT3	<p>The report of Yamil express in slide that 7-10 people take pictures and selfies, the people use the app for best the selfie, for example, instagram, photoshop, picasa, etc. He said that the people take selfies for vanity, popularity, remember moments and somebody believe that the people take for insecurity, but he doesn't know the real reason. The selfies to be trendy.</p>
VTT3 MTT3	<p>The third slide show the apps to make selfie beautiful, the most popular is instagram, seven of each ten persons use instagram for edit pictures and after photoshop, picasa. The last slide the author asked why was trendy take selfies and the answers are: vanity 32%, popularity 29%, for remember moments 22% and finally for insecurity.</p>
DTT3 ESTT3 EUTT3	<p>This text talking about the popular between Mexicans when take selfies they said that are take selfies because are vanity, are popular or for remember moments for example with friends, somebody said that they use any application for to make something beautiful selfie the more use is Instagram.</p>

Task 3. Summary	
<p>La tercera lámina justo nos muestra cuáles son los programas o las aplicaciones que se están utilizando para enchular la selfie, instagram es el mandamás, 7 de casa 10 personas usan instagram para editar las fotografías, después está photoshop, picasa y ya por último en la última lámina de hoy precisamente pregunto tratando de entender un poquito este fenómeno por qué se puso de moda tomarse selfies y ya hay respuestas muy interesantes, por ejemplo por vanidad 32%, por popularidad 29%, para recordar momentos, 22%, y pues algo que también me llama la atención es que hay gente que cree que es por inseguridad que se están tomando selfies, no concuerdo con eso pero bueno al final hay gente, casi una quinta parte de la población que dice que es por inseguridad de la persona.</p>	
Task 3. Upper-intermediate	
STT3 CATT3	<p>Yamil told us wich was the most popular apps, that people used to make the selfies more beatiful. For example: Instagram, photoshop and picasa. She said that selfies were trend because the peo-ple’s vanity, popularity, or remained moments. And other people said that take a lot of pictures is for insecurity, she wasn’t agree with this opinion, but there’s a fifth part of the population that said that.</p>
LTT3 ATT3	<p>Between the programs or apps that are been using to make a selfie pretty, instagram is the top, 7 of each 10 persons use instagram to edit the photographs. Yamil Nares asked why the selfies had become popular. And the answers were very interesting, for example, for vanity, popularity, keep memories and for insecurity.</p>
PTT3 CGTT3 HTT3	<p>The report talk about programs and apps that are used to make selfies beautiful, Instagram is the most popular after that others editors. Yamil asked why the selfies had become popular, he got many answers, for example, vanity was the top but the most strange was insecurity.</p>

Annex B.4 Task 4 Translation (From L1 (Spanish) to L2 (English) using reported speech)

Task 4. Intermediate. Indirect question and statements.				
	Que si consideraba que existiera algún mal o epidemia que estuviera afectando...	El doctor contestó que sí y que era el egoísmo...	El doctor Arbesú continuó diciendo que la tecnología nos ha ayudado en muchos aspectos pero ha generado otro problema.	El doctor considera que para poder recuperar esta solidaridad debemos empezar desde la familia...
VTT4 MGTT4	if (he) considered that exist some epidemic that affect	he said that was the selfishness	The Dr. said that tecnology have been help us in many aspects but it generate another problem	The Dr. considered that in order to recive this solidary we need start, since the family,
DTT4 MTT4 (SXTT4)	if considerate that exist any ilnest or epidemic that was affect	the doctor answered yes and that was the selfisness	The Dr. Arbesú continue saying that the tecnology we have been help us in a lot of aspects but to generate other problem	The Dr. consider to be able to be recover this solidarity we must start from the family,
DTT4 MTT4 (SXTT4)	if he considerate that exist any ills or epidemic that is beginning	yes, the doctor answered and that selfishness without a doubt is the greatest of our ills, he said.	Dr. Arbesú said that the tecnology has helping in plenty of aspects, but it generated other problem	The Dr. consider to be able to be recover this solidarity we must start from the family,
BTT4 XTT4	he considerer that if exist a epidemic that affect	is the selfishness	The doctor Arbesú said that the society had problems with the isolation because the technology is taking us away	the Dr. said that if we want to recover our solidarity we need to start from our houses
CETT4 (KTT4)	if he considered that exist something wrong or epidemic tat would be affect	the doctor answered that yes and it was the selfishness	The Dr. Arbesú had continued saying that the technology has helped us in many aspects but it had generated other problem	The Doctor considers to recover that solidary we have to start from the family
DUTT4	how some things are affecting	-	The doctor said that technology had helped us in many ways, but on the other hand, it had affected us, generated another problem	He believes that for recovery the solidarity we must start from our family
EUTT4 (ESTT4)	if he considered that there is something wrong or epidemy that if should be significative damage	the doctor answered yes and the selfishness is	Dr. Arbesú still saying that the tecnology had been help us in many cases but it had done other problem	The Dr. things that we will be OK again, we have to start from the family
CTT4	if consider what exist something bad or epidemic what was affect	the Doctor answer yes and it is selfishness	Dr. Arbesú said that the technology helped us in different situations but it does other problem	the Doctor considerate that for recover solidarity, we should start in the family

Task 4. Intermediate. Indirect statements with conditional sentences.

	El doctor advierte que si queremos cambiar algo entre nosotros, dificilmente lo logremos...	Arbesú explica que cuando alguien de nosotros tiene un problema serio, recibimos de golpe...
VTT4 MGTT4	The Dr advice that if we wat change something between us, difficult	Arbesú explain that when someone have a serious problem, we suddenly receive
DTT4 MTT4 (SXTT4)	Dr. advance that if we want chance something between we difficult	Arbesú explain that somebody of us have a serious problem we get hit
DTT4 MTT4 (SXTT4)	The Dr. warns if we want change sometimes among is we will hardly achieve if	Arbesú explain that somebody of us have a serious problem we get hit
BTT4 XTT4	if we can change something between us, we need to see around of us	When we want let this thing, we getting a pounch
CETT4 (KTT4)	The Dr. warns that if we want change something among us, hardly we will achieve it	Arbesú explain that when somebody from us has a serious problem, we received
DUTT4	He said that if we wanted change something between us, it would be hardly	Arbesú also explained that when someone of us have a serious problems we received
EUTT4 (ESTT4)	Dr. said that if we want change something among us it will be very hard that we will do it	Arbesú explains that when somebody of us has a serious throble, we get too
CTT4 (alone)	The Doctor warn what I would like change something between our, hardly I achieved	Arbesú explicit when someone of us have a serious problem, we received

Task 4. Upper-intermediate. Indirect question and statements.				
	Que si consideraba que existiera algún mal o epidemia que estuviera afectando...	El doctor contestó que sí y que era el egoísmo...	El doctor Arbesú continuó diciendo que la tecnología nos ha ayudado en muchos aspectos pero ha generado otro problema.	El doctor considera que para poder recuperar esta solidaridad debemos empezar desde la familia...
LTT4 CTT4	if he consider that exist some illness or epidemic that was afecting	the doctor said that was true and that it was selfishness	The doctor Arbesú continued saying that the technology has helped us in many aspects but has generated other problem	The doctor consider that to can recover that solidarity we must begin since the family
STT4, ATT4 CATT4	that if he considered that exist some illness or epidemic, that were afecting	the Dr. answer yes! and that it was the selfishness	Dr Arbesú continues saying that the technology has helped us in many aspects, but it has generated other problem	The Dr. considers for get solidarity back we must to start with family
CGTT4, HTT4 PTT4	if he considered to exist some sickness or epidemic that was considerably affecting	the Doctor replied “yes” and that was the selfishness	The Dr. Arbesú said continue that the technology has help us in many aspects but has provoked other problem	The Doctor consider to the get solidarity back we need start since of family

Task 4. Upper-intermediate. Indirect statements with conditional sentences.		
	El doctor advierte que si queremos cambiar algo entre nosotros, dificilmente lo logremos...	Arbesú explica que cuando alguien de nosotros tiene un problema serio, recibimos de golpe...
LTT4 CTT4	The doctor warned that if we want to change something among us, hardly we will reach it	Arbesú explained that when somebody of us had a serious illness, we suddenly recieved
STT4, ATT4 CATT4	The Dr. warn that if we want to change something among us will hardly get it	Arbesú explains that when someone of us has a serious problem, we received
CGTT4, HTT4 PTT4	The Dr. warn that if we want to change something among us, hardly, we will get	Arbesú explain that when someone have a seriously problem, suddenly

Annex C Pre-tests and post-tests

Annex C.1 Entry test. Intermediate

	Exercise 1 “I’m living in London now”	Exercise 2 “My father isn’t very well”
BENT	Charlie said me that he are living in London now	He said his father isn’t very well
CEENT	Charlie said me that he’s living in London now	Charlie said me that his father is not very well
CENT	He said me, He lives in London now	He said me, His father isn’t very well
DENT	Charlie said me that he live now in London	The father’s Charlie isn’t very well
DUENT	Charlie are living in London	his father isn’t very well
ESENT	Charlie took me that he’s living in London now	their father is sick
EUENT	Charlie tall me that he is living in London nw	Charlie said that his father wasn’t very well
KENT	Charlie said me that he is living in London now	Charlie said me that his father isn’t very well
PENT	Charlie said to my what he living in London	him said what your father isn’t very well
SXENT	_____	_____
XENT	Charlie told me that he lives in London	His father isn’t very well

	Exercise 3 “Sharon and Paul are getting married next month”	Exercise 4 “Why did you do that?”
BENT	He said that Sharon and Paul are getting married next month	_____
CEENT	Charlie said me that Sharon and Paul will get married	_____
CENT	He said me, Sharon and Paul are getting married next month	_____
DENT	The friends of Charlie Sharon and Paul are getting next month	Charlie said me, why did do that
DUENT	_____	_____
ESENT	_____	_____
EUENT	Charlie tall me that Sharon and Paul will get married next month	Charlie ask me why did I did that
KENT	Charlie said me that Sharon and Paul are getting married next month	Charlie asked me “Why did you do that?” and I said “I don’t know”
PENT	what Sharon and Paul was married next month	_____
SXENT	_____	why do you that
XENT	Sharon and Paul are getting married next month	_____

	Exercise 5 “I don’t know what Fred is doing”	Exercise 6 “I saw Helen at a party in June and she seemed fine”
BENT	_____	_____
CEENT	Charlie said me that He did not know what Fred was doing	Charlie said me that He saw Helen at a party in June and seemed fine
CENT	He said me, He doesn’t know what Fred is doing	He said me, He saws Helen at a party in June and she seemed fine
DENT	He didn’t know what Fred was did	He saw to his friend Helen at a party in June and she seemed fine
DUENT	_____	He saw Helen at a party and he said she seemed fine
ESENT	_____	_____
EUENT	Charlie said that he doesn’t know what is Fred doing now	Charlie said that he saw Helen in a party in June and she seemed fine
KENT	Charlie said that he didn’t know what Fred was doing	Charlie saw Helen at a party in June, and he said what she seemed fine
PENT	Charlie said don’t Fred is doing	the party in June is fine
SXENT	_____	_____
XENT	He doesn’t know what Fred is doing	He saw Helen at a party in June and she seemed fine

	Exercise 7 “Don’t come near me”	Exercise 8 “I’m not enjoying my job very much”
BENT	_____	He said that his job isn’t enjoying very much
CEENT	_____	Charlie said me that He isn’t enjoying his job very much
CENT	He said me, Don’t come near me	He said me, He isn’t enjoying my job very much
DENT	_____	He isn’t enjoying in his job very much
DUENT	_____	He’s not enjoying his job very much
ESENT	_____	_____
EUENT	Charlie said that he didn’t come near me	Charlie tall my that I’m not enjoying my job very much
KENT	Charlie said me “Don’t come near me”	Charlie said what his job is bored
PENT	_____	he not enjoying with job very much
SXENT	_____	_____
XENT	He said that I don’t come near him	He isn’t enjoying his job very much

Annex C.2 Entry test. Upper-intermediate

	Exercise 1 “I’m living in London now”	Exercise 2 “My father isn’t very well”
AENT	Charlie said to me that he was living in London now	He told me that his father wasn’t very well
CENT	Charlie said to me that he is living in London now	Charlie said that his father isn’t very well
CGENT	Charlie said that he lived in London now	Charlie said that his father didn’t very well
HENT	He told me that is living in London now	He said that his father isn’t very well
LENT	He said that he was living in London now	He said that his father wasn’t very well
MENT	Charlie said that he lives in London now	Charlie said that his father isn’t very well
PENT	Charlie said that he lived in London (in this moment)	Charlie said that his father wasn’t very well

	Exercise 3 “Sharon and Paul are getting married next month”	Exercise 4 “Why did you do that?”
AENT	Charlie said to me that Sharon and Paul were getting married	He said to me why...
CENT	Charlie said that Sharon and Paul are got married next month	Charlie said that why I did that?
CGENT	Charlie said that Sharon and Paul are could getting married next month	Charlie said that/he asked that why did you do that
HENT	Charlie told me that Sharon and Paul will get married next month	He ask me that why I did that
LENT	He said that Sharon and Paul were getting married next month	He said that why I had done that
MENT	Charlie said the next month Sharon and Paul are getting married	He says why did you do that?
PENT	Charlie said that Sharon and Paul were getting married next month	Charlie asked that...

	Exercise 5 “I don’t know what Fred is doing”	Exercise 6 “I saw Helen at a party in June and she seemed fine”
AENT	Charlie told he didn’t know what Fred was doing	Charlie said to me that he had seen to Helen at a party in June and she seemed fine
CENT	Charlie said that I don’t know about what Fred is doing	Charlie said that I see Helen at a party in June and she seemed fine
CGENT	Charlie said that he didn’t know what Fred are doing	Charlie said that he had been saw Helen at a party in June and she seemed fine
HENT	He said that he didn’t know what Fred was doing	He told me that he saw Helen at a party in June and she seemed fine
LENT	He said that he didn’t know what Fred was doing	He said that he had seen Helen at a party in June and that she seemed fine
MENT	Charlie said he don’t know what Fred is doing	Charlie said he saw Helen at a party in June and she seemed fine
PENT	Charlie said that he didn’t know what Fred is doing	Charlie said that he

	Exercise 7 “Don’t come near me”	Exercise 8 “I’m not enjoying my job very much”
AENT	Charlie said to me not come near to me	Charlie said that he was not enjoying his job very much
CENT	Charlie said to me that I don’t come near of him	Charlie said to me that I’m not enjoying my job very much
CGENT	Charlie said he didn’t come near me	Charlie said that he is didn’t enjoying my job very much
HENT	He told me that he didn’t come near him	He told me that he didn’t come near him
LENT	He said that I didn’t come near him	He said that he wasn’t enjoying his job very much
MENT	Charlie said he say me you don’t come near me	Charlie said he isn’t enjoying his job very much
PENT	Charlie said that didn’t come near me	Charlie said that he wasn’t enjoying his job very much

Annex C.3 Exit test. Intermediate

	Exercise 1 “Peter won’t be on time”	Exercise 2 “Don’t forget to go to the supermarket after work”
BEXIT	“Peter won’t be on time”, Ann said	Ann said that I didn’t forget to went to the supermarket after work
CEEXIT	She said that Peter wouldn’t be on time	She said that I didn’t forget to go to the supermarket after work
CEXIT	_____	_____
DEXIT	She said to Peter won’t be on time	She said to did not forget to go to the supermarket after work
DUEXIT	Ann said that Peter wouldn’t be on time	Ann said not to forget go to the supermarket after work
ESEXIT	She said that Peter won’t be on time	She said I not forget gone to the supermarket after work
EUEXIT	Peter said that he won’t be on time	My daughter told me that don’t forget to go to the supermarket after work
KEXIT	“Peter will be on time”, Ann said me	“Not to forget to go the supermarket after work” Ann said me
MEXIT	Ann said to me that Peter wouldn’t be on time	Ann said to me that I didn’t forget to go to the supermarket after work
MGEXIT	Ann said that Peter wouldn’t be on time	Ann said to me that didn’t forgot to go to the supermarket after work
PEXIT	He said won’t be on time	_____
SXEXIT	_____	_____
XEXIT	Ann said that Peter wouldn’t be on time	Ann said that I didn’t forget to go to the supermarket after work
VEXIT	Ann said that Peter wouldn’t be on time	Ann said that she didn’t forget to go to the supermarket after work

	Exercise 3 “Who is that woman?”	Exercise 4 “I’m working tomorrow evening”
BEXIT	Ann asked who was that woman?	Ann said that she works tomorrow evening
CEEXIT	She asked me that who that woman was?	She said that she was going to work the next day evening
CEXIT	_____	_____
DEXIT	She said to	She said to
DUEXIT	Ann asked me who was that woman	Ann said that she was working the next evening
ESEXIT	She asked me who was that woman	She said she was working the next day at evening
EUEXIT	My father is asking who is that woman?	I told to my boss that I will be working tomorrow evening
KEXIT	“Who that woman is?”, Ann asked me	“I was working that day evening” Ann said
MEXIT	Ann said to me that who was that woman	Ann said to me that I was working the day after evening
MGEXIT	Ann said that who that woman was	Ann said that she is worked tomorrow evening
PEXIT	She said is woman	_____
SXEXIT	_____	_____
XEXIT	Ann asked that who that woman was?	Ann said that she was working the next day
VEXIT	Ann said that who was that woman	Ann said that she was working the next day evening

	Exercise 5 “I think New York is a fantastic place”	Exercise 6 “Dave works very hard”
BEXIT	Ann said that she think that New York is a fantastic place	Ann said that Dave worked very hard
CEEXIT	She said that he tough New York is a fantastic place	She said that Dave worked very hard
CEXIT	_____	_____
DEXIT	She said to I think that New York is a fantastic place	She said to Dave worked very hard
DUEXIT	Ann said that New York was a fantastic place	Ann said that Dave worked very hard
ESEXIT	She said she though that New York was a fantastic place	She said that Dave had been very hard
EUEXIT	My brother said that he things New York is a fantastic place	Roberto said that Dave worked very hard
KEXIT	“I though that New York is a fantastic place” Ann said me	“Dave worked very hard” Ann said me
MEXIT	Ann said to me that she thought New York was a fantastic place	Ann said to me that Dave worked very hard
MGEXIT	Ann said that she thought New York is a fantastic place	Ann said that Dave worked very hard
PEXIT	she said that New York is fantastic place	_____
SXEXIT	_____	_____
XEXIT	Ann said that she thought New York is a fantastic place	Ann said that Dave worked very hard
VEXIT	Ann said that she thought New York was a fantastic place	Ann said that Dave worked very hard

	Exercise 7 “John’s always short of money”	Exercise 8 “Stay in bed for a few days”
BEXIT	Ann said that John’s always short of money	Ann said to stayed in bed for a few days
CEEXIT	She said that John was always short of money	She said that she stayed in bed for a few days
CEXIT	_____	_____
DEXIT	She said to John’s usually short of money	She said to I stay in bed for a few times
DUEXIT	Ann said that John was always short of money	Ann said that stay in to bed for a few days
ESEXIT	She said he was always short of money	She said she had been in bed for a few days
EUEXIT	George said that John is always short of money	Doctor toll me that I should be in bed for a few days
KEXIT	“John was always short of money” Ann said me	“Stayed in bed for a few days”, Ann said me
MEXIT	Ann said to me that John was always short of money	Ann said to me that she stayed in bed for a few days
MGEXIT	Ann said that John’s always short of money was	Anna said that she stay in bed for a few days
PEXIT	He said what always short of money	_____
SXEXIT	_____	_____
XEXIT	Ann said that John always short of money was	Ann said that I stayed in bed for a few days
VEXIT	Ann said that John was always short of money	Ann said that she stayed in bed for a few days

Annex C.4 Exit test. Upper-intermediate

	Exercise 1 “Peter won’t be on time”	Exercise 2 “Don’t forget to go to the supermarket after work”
AEXIT	Ann said to me that Peter will not be on time	Ann said not to forget to go to the supermarket after work
CAEXIT	Ann said that Peter was not on time	Ann said to me that don’t forgot to go to the supermarket after work
CEXIT	Ann said to me that he wouldn’t be on time	Ann said to me that we didn’t forget to went to the supermarket after our work
CGEXIT	Ann said me that Peter wouldn’t be on time	Ann said me that don’t forget to went to the supermarket after work
LEXIT	Ann said me that Peter wouldn’t be on time	Ann said me no to forget to go to supermarket after work
PEXIT	Ann said to me he wouldn’t be on time	Ann said me to don’t forget to went to the supermarket after work
SEXIT	Ann said Peter wouldn’t be on time	Ann said to me not to forgot to go to the supermarket after work

	Exercise 3 “Who is that woman?”	Exercise 4 “I’m working tomorrow evening”
AEXIT	Ann said who that woman was	Ann said that she were going to work tomorrow evening
CAEXIT	Ann said that who that woman was	Ann said to me that she worked the next day in evening
CEXIT	Ann said to me that who was that woman	Ann said to me that she was working the next day evening
CGEXIT	Ann ask me that who are that woman	Ann said me that she was working the next day evening
LEXIT	Ann ask me who that woman was	Ann said me that she was working tomorrow evening
PEXIT	Ann asked to me who was that woman	Ann said to me she had working tomorrow evening
SEXIT	Ann asked who that woman was	Ann said to me that she was working the following day evening

	Exercise 5 “I think New York is a fantastic place”	Exercise 6 “Dave works very hard”
AEXIT	Ann said that she thought New York was a fantastic place	Ann said that Dave worked very hard
CAEXIT	Ann said to me that she tinked New York was fantastic place	Ann said to me that Dave worked very hard
CEXIT	Ann said that she thought New York is a fantastic place	Ann said me that Dace worked very hard
CGEXIT	Ann said me that she tought that New York is a fantastic place	Ann said to me that Dave worked very hard
LEXIT	Ann said me that she tought New York was a fantastic place	Ann said me that Dave worked very hard
PEXIT	Ann said me that she thought New York was a fantastic place	Ann said me that he worked very hard
SEXIT	Ann said that she thought New York was a fantastic place	Ann said that Dave worked very hard

	Exercise 7 “John’s always short of money”	Exercise 8 “Stay in bed for a few days”
AEXIT	Ann said that John was always short of money	Ann said to stay in bed for a few days
CAEXIT	Ann said to me that John was always short of money	Ann said to me to stay in bed for a few days
CEXIT	Ann said to me that John was always short of money	Ann said to me that I stayed in bed for a few days
CGEXIT	Ann said me that John’s always was short of money	Ann said me that stayed in bed for a few days
LEXIT	Ann said me that John was always short of money	Ann said me to stay in bed for a few days
PEXIT	Ann said me that he was always short of money	Ann said me to stay in bed for a few days
SEXIT	Ann told John was always short of money	Ann said to me to stayed in bed for a few days

Annex D Extracts from the video observation transcripts

	VidTT1U (40 min)	VidTT1I (31 min)
Students language in their groups	<p>They sometimes discuss the meaning of the word: what is it that the author meant to say</p> <p>PTT1: ósea ¿hablamos en pasado <i>ella dijo</i> o <i>ella dice</i>?</p> <p>CATT1: Mas bien en presente</p> <p>LTT1: Pero es que vamos a usar reported speech</p> <p>PTT1: Claro! <i>Ella dijo</i> porque está en presente. Porque si está en presente aquí, tiene que estar en pasado</p> <p>LTT1: <i>Que no estaba sugiriendo</i> porque está en presente. Si está en presente progresivo debe ser pasado progresivo (8:04)</p> <p>LTT1: <i>Que creáramos</i> o <i>debemos, deberíamos</i>?</p> <p>PTT1: <i>Ella vio</i> más bien sería <i>vio</i>. Es hacia ella pero en pasado.</p> <p>CATT1: Primera persona (15:17)</p> <p>CTT1: Debemos ponerlo en <i>might, should</i> y todo eso? (26:01)</p> <p>CTT1: Es que estamos analizando mucho (30:12)</p> <p>STT1: Es que no sé. La última parte como que le da sentido.</p>	<p>Some students working in silence (CTT1, PTT1, DTT1) while others discuss (KTT1, XTT1)</p>
Students on task		<p>BTT1: ¿Teacher lo podemos cambiar como si lo dijéramos a alguien? (12:08)</p> <p>Early finishers. (just 15 min)</p> <p>In general, students worked at different pace.</p>
Teacher gives instructions	<p>Teacher: Try to use what she said. Como si alguien les dijera ¿de qué se trato? ¡Ah mira! Es que ella dice que o dijo que whatever</p> <p>CGTT1: <i>Ella dice, ella dijo</i>. ¿Por qué el español es tan difícil? (19:02)</p>	
Students explain	<p>LTT1 explains what I said to her about commands to PTT1. She seems to understand.</p> <p>“Que comencemos” (23:10)</p>	
Students learning strategies	<p>Ahorita nada más estamos traduciendo y ahorita ya nos regresamos</p>	
Students reflect on translation	<p>No time for discussion.</p> <p>STT1: Me siento bien filósofa. Se siente raro. Es la primera vez que nos ponen a hacer algo en español (34:00)</p>	<p>Teacher: How was it? Difficult? Easy?</p> <p>Everybody: Easy</p> <p>Teacher: Easy? Ok! (30:36)</p>
Code-switching		<p>VTT1: ¿Era en español?</p> <p>BTT1: ¿Verdad que es en español? (to DUTT1)</p> <p>MTT1 to ETT1 and EUTT1</p>

	VidTT2U (38 min)	VidTT2I (30 min)
Students language in their groups	<p>The ones who got the same text</p> <p>Students provide feedback on the word choices of their classmates</p> <p>CTT2: ¿Esto tiene reported speech? (21:05) Teacher: Maybe</p> <p>Some students asking their peers what they meant in their texts</p>	
Students on task	Each student working at different pace (asking questions that have been already answered)	Teacher said to look for similarities and differences
Teacher gives instructions	Teacher: just compare them/check it, don't change it! (25:00)	Ask their classmates for instructions clarification
Students laughing	STT2: Oh my gosh!	<p>Students laughed once they knew what they were going to do (translate it back into English)</p> <p>Laughing because of misunderstanding</p> <p>Learners laughing at their work when comparing it to the original</p>
Students reflect on translation	<p>Teacher: What do you see?</p> <p>CGTT2: A decir verdad, muy mal teacher, pero sí se entiende (28:19)</p> <p>CATT2: It was interesting, but it was funny</p> <p>Teacher: There's more than one good translation</p> <p>STT2: It's complicated changing the languages or the culture because we say things in another way and they say things in another way (34:25)</p>	<p>CETT2: Es que como que cambió el orden de unas oraciones y yo como que las volví a cambiar (27: 15)</p> <p>Learners said the activity was more or less complicated (some even said it was easy)</p>

Annex E Extracts from the research journals

February 8th, 2018

Upper-intermediate

Translation task 1

Connected, but alone

RJTT1-UPP

Today I had class with the upper-intermediate class. The only students who missed today's class were HTT1 and MTT1. The rest was there. As it has been said before, I was going to video record the moment when they solved the translation tasks. So, that was what I did. During the second hour after students had finished solving what were supposed to cover, I introduced reported speech. I explained the basics: tenses, time expressions. It took as around 7 minutes. After that, there were 40 minutes left and divided the class in groups of 4. The first team was STT1, ATT1, CTT1 and CGTT1|. The second group was PTT1, CATT1, LTT1 and YTT1. After I explained what they should do, students started working. First, they were reading, trying to understand what the text was about. This took them around 7 minutes. There were a couple of questions related to vocabulary. I immediately solved them (I intentionally tried not to take a lot of time in my explanation of the unknown words for them not to lose focus of the task at hand, the summary). Then, they started working on the summary they should give me. This was a very interesting part for me to see. I was walking around, monitoring, stepping back to see what they come out with. The first group was trying to understand the text first. Then, they started to work on the summary. There was a leader, ATT1. She kept saying she was writing the summary in English and then in Spanish. The rest of the members were discussing small details, but in general, I could see ATT1 was the one who was telling them what to do. Then, that same responsibility was shared between her and Sonia, who was also worried about the summary. The two others lost focus and then concentrated again (this was done for around 10 minutes). I was monitoring them and let them know to work. The second group was more focused. In general, I would dare to say there was no one single leader among all those women. From what I got the chance to listen to they couldn't agree on what Spanish word to use in the summary or what conjugation was the one they needed. I could see there were times when they just gave up and decided to move on. They even said that at the end they would come back and correct what was necessary. It was this second group the one who asked me more questions in relation to vocabulary. They even identified one false cognate in English and Spanish (first steps- primeras acciones). It is relevant to mention that one student, YTT1, is not taking part in the research (although she said it was fine that I record her, she said to me not to consider her tasks, in fact she is not a regular student-she takes English class as therapy. I would say she is more like a visitant, but the whole group like her so much. She has some visual-impediment and problems while writing). Concerning me, I would like to say that, although I was there, monitoring and walking around, I felt like with nothing to do. It was like, literally, I was more a guide when students needed me, but it was not always the case. There were times when students didn't even ask me anything. Finally, when time was done, I asked them to please collect their works and give them to me. Time went by so fast...

February 19th, 2018

Intermediate

Task 2

The truth about lying

RJTT2-INT

Today I had class with my intermediate class and it was time to present the second translation task. Before I actually presented the activity, my students and I were working on reported speech in statements. I decided to work and practice more on the structure again because I had let homework about it and I wanted to know if my students were progressing and getting what reported speech is about. Well, that was what we did: we checked homework, and I gave students a little bit more of practice on the structure. I asked them to work in teams when solving the exercises. It seemed that

they were working really fast. After checking this exercise, we started moving towards the presentation of the next activity. I first set the context about the topic (i.e., lying). It looked they enjoyed the topic and at the time they were coming out with different ideas, and words related to the topic, I also presented vocabulary that they were going to face. I didn't want my students to lose track of the activity I was going to give them by paying too much attention on things I wasn't interested about (e.g., vocabulary). So, after activating students' previous knowledge about the topic, I moved on to read a text together. We read the text, the truth about lying. As we were reading the text, I stopped the student who was reading for discussing what they were reading. It seemed as if students were enjoying what they were reading because they were laughing at some of the common lies people tell. When we finished reading the text, I asked students to work in pairs. Once they were in pairs, I asked them to decide who was going to be A and who B. Then, I set the instructions: each person was going to have a different text to read. After reading their text they were going to ask me questions in relation to unknown words. After solving questions and writing them down on the board, I asked them not to show their text to their teammate. Here, it is interesting to point out that although I had my own expectations about what the hard words were going to be, students came out with questions I didn't expect. I say it in a surprising way because this fact sensitized me to the level students belong again. It helped me realized how many assumptions we make about students' reactions. After writing much more words from the ones I expected on the board, I also asked them to start writing the text in Spanish since it was in English. They started working on this. This took them around 10 to 12 minutes, more or less. Then, when they finished, I asked them to swap their works with their pair. They were going to translate the text back into English without seeing the original work. Well, that's what they did. They started working on the translation of the text again. I would like to emphasize that nobody pointed out the examples of reported speech that were in the text. This time, students took longer when writing the text back into English (about 20 minutes). Once we finished, I asked them that if both members of the pair had finished, they needed to show each other the original text of the texts they were working with. It was clear that this caused some surprising reactions to students. I asked them to please circle or underline the things that caught their attention: what was different? what was the same? It took them like 5 or 7 minutes to do so. After that, I asked them to share the most outstanding or striking things they noticed from doing the exercise. Some of them called attention to the way they used one word instead of another; others commented upon the fact their teammate changed the original text a bit and this influenced the final work, etc. But, in general, they said it was pretty much the same: the original and the final work had, at least, the same message.

While students were carrying out the activity, I had some technical problems. I managed to overcome this, though. I could notice that students were very concentrated while solving the activity. Each couple worked at their own pace. For some of them it took longer or faster (a difference of minutes, nothing harmful). I must say that the fact of having written down on the board the words asked me about helped me to point them to the learners who were behind as the activity moved on. I don't really know what to say about my role because, while in the previous activities I was by myself monitoring and checking everybody was on task, this time, my boss was there talking to me and this didn't allow me to experience or not that anxiety I had felt before. So, when my boss was finally gone, the activity was done as well.

This time I also had one trio: ESTT2, MTT2 and EUTT2.

July 26th, 2018.

That what are my thoughts about teaching a complex grammatical structure like reported speech? What would I do differently? Wow, to be honest, if I had the chance to teach this topic again, I would try to follow my instinct. How? I would definitely not teach such feature all at once, but go with the obvious. If from the beginning teaching the structure seems like too much, I would teach just a part. I guess these are primary instincts that we teachers have, but in a way, we lose by being way too focused on teaching EVERYTHING that is on the curricula. I guess, here, my teaching motto when introducing a topic suits perfectly: less is more.

July 27th, 2018.

I have been thinking on the way I would like to become that 'less' a 'more'. In the future, I would love to design a number of unique activities that would allow learners work with a specific part of the reported speech structure like just statements, or just questions. If I had the opportunity to teach indirect speech again, I would work out different 'plans'. For example, in one, I could teach the different aspects of the structure during the same semester, but, possibly, I could teach statements one month, and then, in another month, orders, and then in another month, questions. This would be ideal for either intermediate or upper-intermediate students since, in the place where I work, both these levels last a year. Another alternative could be to teach one aspect of the structure in one level, and then, for the next level, to teach a new one. The most important and difficult at the same time for me would be to decide the order of the presentation of such aspects, and the arsenal of activities that would accompany such exercises, undoubtedly, translation would be one. I still need to figure it out, what the other ones would be...

Annex F Informed consent form

Carta de Consentimiento

Soy voluntario para participar en un proyecto de investigación llevado a cabo por Jessica Esmeralda Contreras López estudiante del último semestre de la Lic. en la Enseñanza del Inglés de la Universidad de Guanajuato. Entiendo que el proyecto está diseñado para recabar información sobre el uso de la traducción en el salón de clases. Seré uno de aproximadamente 20 participantes resolviendo ejercicios para este proyecto de investigación.

1. Mi participación en este proyecto es voluntaria. Entiendo que no se me pagará por mi participación. Puedo retirarme y suspender mi participación en cualquier momento sin sanción alguna.
2. La participación en el presente proyecto implica contestar diferentes actividades y autorizar la grabación de las interacciones cuando dichas actividades sean realizadas (video).
3. Entiendo que el investigador mantendrá mi participación de manera anónima en los reportes de la información que obtenga de los ejercicios resueltos y que mi confidencialidad como participante en este estudio permanecerá segura.
4. He leído y entiendo la explicación que se me ha dado. Todas mis dudas fueron aclaradas satisfactoriamente y estoy de acuerdo en participar voluntariamente en este proyecto.
5. Se me ha dado una copia del formato de consentimiento.

_____	_____	_____
Nombre del Participante	Firma	Fecha

He explicado adecuadamente la naturaleza y propósito de la investigación así como el papel y responsabilidades del los participantes.

_____	_____	_____
Nombre del Investigador	Firma	Fecha