

《論 文》

Translation Activities and Teacher Use of Student's L1 :

A comparison study between low and High hensachi students

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キーワード

外国語教育における「翻訳」の使用・活用 (Translation in language teaching), 学生のL1使用 (Teacher use of student's L1), 能動的翻訳アクティビティ (Active translation activities), 偏差値 (hensachi), 能力低い学生 (Low level students)

Abstract:

This paper highlights variances and similarities in attitude between high and low hensachi students regarding the use of student L1 by the teacher and translation activities in English as a second language classes. A follow-up study is also outlined to overcome student biases from previous experiences to more accurately assess their opinions, in particular, concerning the use of active translation activities. Likert surveys were conducted on students at two universities in the greater Tokyo area with one university's hensachi score about 25 points higher than the other. The students were questioned on their enjoyment of the class and their interest in improvement in both their speaking and translating abilities. It was hypothesized that lower hensachi students with less motivation would prefer more translation style activities, but the results showed little interest in translation from either group. These results helped inform the follow up study focused more on student reactions to active translation activities in the class.

Keywords: Translation in language teaching, Teacher use of student's L1, Active translation activities, hensachi, Low level students.

1 . Introduction and literature review

The direct method can be loosely defined as the foreign language teaching technique focused on communication, fluency, and collaborative learning which replaced the more traditional 'grammar translation method' (GTM), and rose to prominence in the 1980's and 90's. A generation of 'native speaker teachers' were trained to avoid use of the students' mother language (L1), detailed grammar explanations, or translation in the classroom. While there are many benefits to communicative language teaching (CLT), the fact remains that there is no evidence that supports any specific teaching method as more effective, or the best 'one size fits all' approach to foreign language teaching. Furthermore, 'English only' classrooms have many drawbacks, which ignore the needs and feelings of students (Sewell 2004), (Cook 2010), (Weschler 1997), (Atkinson 1987). While the debate will surely continue, there has been a recent global trend shifting back towards both

L1 use, and increased explanation of meaning, including the use of translation activities, in the classroom Cook (2010).

Throughout Asia and particularly in Japan, use of the GTM has remained alive and well in certain sectors of foreign language education. In addition to the long tradition of verbatim translation of written English known as 'yakudoku', some research has shown that university entrance exams are to blame, (Wantanabe, Y 1996) (Nishino and Watanabe M. 2008), while other research has shown that a combination of CLT and GTM, building both fluency and accuracy, is the best recipe for success in university education Chang (2011). Cook (2010: 136) further argues that 'traditional and communicative focuses are complementary rather than alternatives, and that Translation in language teaching (TILT) excels in promoting attention to both.' He also goes on to note how many of the recent works on TILT hide their 'traditional' centers within a more 'communicative' framework, such is the stain on the reputation of translation use in the class.

Finally, in support of the idea that TILT is an optimal way to combine techniques and avoid unproductive swings of fashion, Cook introduces communicative translation activities that focus the translation on achieving a communicative goal rather than perfect accuracy. This type of activity is highlighted by Weschler (1997), which he terms the functional-translation method, as the best prescription for combining GTM and CLT methods in English language teaching at Japanese universities, in particular, where the level is rather low. To summarize, while the old fashioned GTM created a rather dull

experience for many learners, rather than throw the baby out with the bathwater, a combination of both 'communicative' and 'traditional' elements, in particular with the use of communicative translation activities, may lead to the most effective and potentially enjoyable learning experience for the foreign language learner.

A quick look at the make-up of the British National Corpus shows that the top ten words make up 25% of the total and 117 words account for 50% of the entire corpus of 10,000,000 words. This suggests that communicative translation activities focused on the meanings of this relatively limited, high-frequency set of items might be an effective learning strategy, rather than memorizing grammar rules and obscure vocabulary on the one hand or, in a 'communicative' 'English only' classroom, forced to pluck conversations out of the air in artificial speaking situations.

To shed further light on communicative translation activities prospects in foreign language learning in the Japanese context, this project will use the insight provided by a preliminary questionnaire handed out to Japanese university students in July of 2017. Initial observations will be used to then design a study of students' perceptions and attitudes towards translation classes and translation study in the Japanese university context among both highly motivated high skilled students and less motivated less skilled English language students.

The initial questionnaire was designed to answer eight questions, three of which will be focused on for the design of the follow-up project attempting to shed light on student

attitudes, preferences, and the efficacy between more communicative learning, communicative translation learning, and more traditional translation study.

The initial study operationalized 'motivation to build English speaking skills' measuring 'integrated motivation' as defined by Kelly (1969) as interest in learning a foreign language, and general curiosity towards another culture. It was then determined by Gardner (2010) that integrated motivation to learn a second language can be broken down into three main variables, motivational intensity, desire to learn the language, and attitudes towards learning the language. This includes questioning the participants (second language students) about their evaluation, perceived difficulty, usefulness of, and interest in the course. It was handed out to 188 first and second year university students at two Universities in Tokyo.

2. The Participants

These will also be the participants for the follow-up project. At both colleges the courses were required English communication courses for students from all departments. The students were selected for comparison from universities at opposite ends of the *hensachi* ranking spectrum used in Japan. The top ranking university has an average *hensachi* ranking of 69 for 2017, rejecting 98% of applicants (Makino 2016). The lower ranking school had an average of 45, accepting 75% of all prospective students in Japan. From a western perspective the schools appeared in The Times Higher Education Rankings as 10th and group ranking 141-150 respectively in Japan.

Though highly critiqued among western academics, see (McVeigh, B. 2002), the *hensachi* ranking system reflects the service of higher education in Japan as more of a filtering system to facilitate more effective hiring by Japanese companies. This is opposed to the idea in many western countries of university as a place to grow and develop intellectually which is reflected in the variety of variables used in determining universities rankings particularly in Europe and the Americas. *hensachi* scores are calculated solely by entrance difficulty and are cited in this research to distinguish the academic ability of the students at the two universities. While the world ranking of our top university, from here on called H1, is given a low bundle rank of 601-800 in the most recent The Times rankings, the *hensachi* score makes clear the very high academic abilities of the students and the prestige of the university on a par with Stanford or Princeton in the USA. This is further illustrated by The Times giving the same bundle ranking to Toyohashi University of Technology whose *hensachi* score, 50, indicates they accept 50% of all applicants (Makino 2016). In short, western ranking systems focus on a wide variety of factors whereas *hensachi* is a flat ranking of the students test scores, the *hensachi* system proves our students are in two distinct pools of acquired knowledge and academic achievement.

3. Preliminary Study

The preliminary questionnaire set out to answer 8 questions:

1. Are the students motivated to build English speaking skills?
2. Did they enjoyed the class?

3. Did they participate actively in the class?
4. Would they prefer to take a translation class?
5. Are they interested in taking a translation class?
6. Are they interested in building Japanese-English translation skills?
7. Do they enjoy discussing political and other global issues?
8. What is their preference for L1 use by the teacher?

It was the hypothesis that the results would show the students at the low hensachi school, from here referred to as H2, were less likely to have a 'yes' answer to all of these questions than H1. It was expected that the answer to question 8 would be for more L1 use in class among students with low motivation. It was hypothesized that students who didn't enjoy speaking would gravitate towards taking translation classes as they may be less traumatic and don't question their self-esteem as speculated by Penelope Sewell (2004) to explain why translation classes are popular at the University of London. Finally, it was expected that an average answer of 'disagree' would be found for question 7 among all students, see Appendix A.

4. Methodology and Procedure

As our questions are mostly exploratory in nature, a quantitative questionnaire was selected. Additionally, due to the number of students available, some generalizations about the student population of Japan could be made as a questionnaire collecting quantitative data can easily be expanded (Saldahna, O'Brien 2012). Using the OpenEpi software for

calculating sample sizes for a descriptive study, the incoming freshman class of 500,000 students a year in Japan was formulated to require 384 participants to satisfy a 95% confidence level. While our current number of 188 respondents is only just over the 167 required for 80% confidence, the questionnaire participant number can easily be expanded over the next year due to even the number required to satisfy 99.99% confidence, 1081 (Dean, Sullivan, Soe 2013).

To help ensure a high response rate, a number of steps were taken. The questionnaire was handed out at the beginning of class and collected at the end of a class in which the teacher was out of the room for most of the lesson. In other classes, they were asked to fill it out during the break in the middle of the class. The questions were trialed on a small sample group who were questioned about any confusion they experienced filling out the sheet. As questions should be kept as short as possible, questions ranged from four to ten words and were posed neutral without making any implicit assumptions. A five-point Likert scale was used. While some questionnaires prefer even numbers to avoid ambiguous answers, the middle answer 'somewhat agree' was deemed necessary for two reasons. It was an acceptable answer for most of the questions, i.e. it was highly plausible that one's feelings toward any of the answers such as wanting to take another speaking class would be 'somewhat agree' and this still conveys some feeling of agreeing unlike the common answer 'neither agree nor disagree'. Second, in a culture where directness is frowned upon and often perceived as rude, it was important to allow the students an option between agree and disagree. Additionally, there was no open

question at the end that would allow participants to vent any frustration with the questions and without a middle ground answer the results would be invalid (Burnham et al. 2008).

Questions were organized in logical order with simple questions followed by more complicated questions as recommended by Rasinger (2008). For example, 'I enjoyed this class' was followed by 'I did all the homework', then 'This class was difficult for me' was followed by 'Rather than a speaking class, I'd prefer a translation class'. This last question may be considered a loaded question, which typically should be avoided unless there is no better way to frame the question as in this case (Brunham et al. 2008).

A follow-up questionnaire is also planned 6 months later to employ the 'test-retest' method to assess validity and to measure if any opinions have changed over the time frame. This will also allow a reordering of the questions and an opportunity to experiment with the translation as well.

Due to the simplistic nature of many of the questions, a number of opposite pairs were spread out in the questionnaire to help reveal the participants' true feelings. Though not a total opposite 'I want to speak to my teacher in Japanese' and 'I want the teacher to speak only English' were asked and 'I like speaking English' and 'I dislike speaking English' were asked. It was hoped that forcing the students to evaluate the question from both sides might provide some insight.

Because questionnaires administered face to face tend to elicit more socially acceptable answers (Saldahna and O'Brien, 2012), several

steps were carried out in the administration to the students to induce honest answers and to provide informed consent. It was explained that the students were not to write their names or any private information on the forms and to hand them in upside down so that their answers would be secret and research was focused only on obtaining anonymous information. It was explained that the goal of the questionnaire was to understand the participants' true feelings about the course and English and translation study. They were thanked many times and repeatedly reminded that all answers would be anonymous. They were also reminded that participation was completely voluntary. Finally, in all cases, the administrator was not present while they filled out the forms as 'absence of the researcher means that participants might feel freer with their responses' (Saldahna and O'Brien, 2012: P91)

Another tactic was employed concerning the translation of the questionnaires. As many of the participants' English abilities were demonstrably low among the H2 pool, a bilingual form was designed. In choosing the translation, more colloquial language was chosen to help lighten the mood and allow the students to perceive more deeply the extremes of the Likert scale. As touched upon in (Saldahna, O'Brien 2012), directly translating a questionnaire brings up its own issues of accuracy. While a copy of a typical Japanese Likert scale could have been used, colloquial language was used to set a lighter tone and make the participants laugh. Humor and laughter remain subjects that have not been thoroughly studied, but they have been found to reduce stress and anxiety in students and employees, and of particular advantage, increase student-

teacher rapport (Chiasson, 2002). The translations for agree and disagree were left as relative equivalents, while strong disagreement was given a colloquialism used when expressing strong opinions in informal situations such as with ones' friends.

5. Results of preliminary study

While the scores for enjoying the class were high among all of the groups, most of the questions showed a clear difference between the H1 participants and H2 participants. The answers to every category from the H2 pool confirmed less interest in speaking English, continuing to study, speaking actively in the class, or doing homework. Results contained a low standard deviation score of between .8 and 1 except for the H2 schools' Scholarship students, as there were only 8 students. These are students who are given scholarships in order to raise the overall hensachi rank of the university. While their scores were mostly in line with the H1 School's, it was a determined that a larger pool of these students is required to make reliable analysis, see Appendix B for overall results of the preliminary study.

More specifically regarding translation and using L1 in the classroom, there was a strong correlation in both median and mode scores between the more motivated students and

wanting the teacher to speak only English (Q8). Conversely, the less motivated students responded significantly higher to wanting to speak to their teacher in L1 (Q9). This confirmed one hypothesis that will be used for further research that more L1 should be used in lower level classes as suggested by (Atkinson 1987). This increased use of L1 in the class is essential in more communicative translation classes (Weschler 1997).

Curiously, there were no correlations found between the students and any other of the variable measurements regarding desire to build translation abilities, take a translation class, or take a translation class rather than a speaking class. While there were a few participants who didn't enjoy speaking and who preferred to take a translation class, the overwhelming majority of students who didn't like speaking classes indicated no desire to take a translation class either. See tables 1-3. Additionally, interest in taking a translation class was low among both students with high and low motivation.

Though students in both groups show some interest in improving their translation ability, the results are put into perspective by how significantly less enthusiastic they are than their general interest in improving their English, see table 4.

Response to question 5: Rather than a speaking class, I'd prefer a translation class.

Choice	High hensachi Numbers	High hensachi Percentage	Low hensachi Numbers	Low hensachi Percentage
Strongly agree	1	2%	2	2%
Agree	0	0%	4	4%
Somewhat agree	5	12%	36	32%
Disagree	22	51%	45	40%
Strongly disagree	15	35%	23	21%

Question 6: I want to take a translation class.

Choice	High hensachi Numbers	High hensachi Percentage	Low hensachi Numbers	Low hensachi Percentage
Strongly agree	4	9%	1	1%
Agree	8	18%	17	15%
Somewhat agree	16	36%	45	40%
Disagree	12	27%	41	36%
Strongly disagree	4	9%	9	8%

Question 15: I want to improve my Japanese-English translation ability

Choice	High hensachi Numbers	High hensachi Percentage	Low hensachi Numbers	Low hensachi Percentage
Strongly agree	16	40%	34	30%
Agree	12	30%	33	29%
Somewhat agree	8	20%	36	32%
Disagree	3	7.5%	9	8%
Strongly disagree	1	2.5%	1	1%

Table 4. Question 12. I want to improve my English.

Choice	High hensachi Numbers	High hensachi Percentage	Low hensachi Numbers	Low hensachi Percentage
Strongly agree	41	93%	51	45%
Agree	3	7%	39	35%
Somewhat agree	0	0%	18	16%
Disagree	0	0%	5	4%
Strongly disagree	0	0%	0	0%

6. Hypothesis of results

While the initial study was effective in determining motivational differences and measuring attitudes towards speaking and studying English, the questions about translation indicate the general nature of the questions didn't gather specific enough information about their attitudes towards translation classes. It can be hypothesized that the negative responses, specifically in the low motivation students, were assuming that translation would be of the 'traditional' grammar translation variety, as that was what they were exposed

to often in secondary education (Nishino, T. and Watanabe, M 2008). Although the results do most likely reflect in the H1 students a much stronger interest in improving their speaking abilities in addition to reticence towards 'traditional' translation classes, our follow-up study will focus on the H2 students, for whom it is believed more communicative translation activities and thus more use of L1 in the classroom will provide a more enjoyable and beneficial classroom experience (Weschler 1997).

As there was no information in the questionnaire on discrepancies between types

of translation classes, and the students had no experience in the class of taking more 'communicative' translation activities, there is much scope for further questions. Additionally, by adding communicative translation activities to the classes, we may also be able to evaluate the student's own perceptions of their effectiveness in the follow-up questionnaire given at the end of the term, six months later. Albeit student's abilities to self-evaluate have been found to be inaccurate (Lally, C. 2002), their own thoughts will still be of some interest.

Follow-up study

7. Methodology and Procedure

The follow-up will also be a quantitative study following most of the same methodology and procedures of the initial study. The participants will be narrowed down to H2 students and can easily be expanded to gather over 400 responses, enough to apply with 95% confidence the results to all Japanese university students (Dean, Sullivan, Soe 2013).

Studies have concluded that for Japanese participants optimal construct validity can be acquired with seven Likert response choices (lee et al. 2002). Rather than experiment with humor, the follow-up will employ a Japanese Likert response translation similar to those used in recent research such as by Oshiro K, Nagaoka S, Shimizu E. (2016). It was determined that six choices, allowing for one mild disagree and a mild agree, but still avoiding any completely neutral answer, would give the participants moderate choices, but still require some form of answer. This also addressed a

problem in the initial study where the participants were given a mild agree choice rather than a neutral choice, but no response for mild disagreement. Furthermore, it was noted that in Japanese the Likert responses should be listed in reverse. Thus, the strongest agreement response should be the furthest to the left. This may have also confused some participants and influenced the data in the initial study.

Following the methodology and procedure of the initial study, questions were designed to flow logically with simple questions proceeded by longer ones as it was determined that some questions were too open to interpretation in the initial study, such as Q14 'I always spoke English in class', the questionnaire was piloted with the scholarship students. A discussion was held afterwards about their interpretations of the questions to root out any ambiguity both in the design of the questions and their translations.

As the focus of the questionnaire was more specific, with more detailed questions, it was important to avoid implicit assumptions and leading questions (Saldahna, O'Brien 2012). Follow-up question 11, hoping to gather data showing there is a large difference between the 'traditional' translation activities they did in secondary school and the 'communicative' activities in the current class, was purposely written as 'The translation activities I did in junior/senior high were similar to the translation activities in this class'.

Additionally, as the questions were more complex, participant fatigue was considered an issue. Rather than a bilingual questionnaire, the English was removed as well as a number

of questions to keep it to one page and reduce text on the page, for questionnaire and English back translation see Appendix A.

The research questions to be answered are:

1. Did the participants enjoy the more communicative translation activities?
2. Did they perceive them as more beneficial or enjoyable than the speaking activities?
3. Did they perceive them as beneficial?
4. Did they perceive any difference from them to the more 'traditional' activities they did in junior or senior high?
5. Did they do 'traditional' translation activities in secondary school?
6. Did they enjoy speaking or translation activities in high school?
7. What is their general opinion about their secondary English education?
8. Do they think the ability to use more L1 in the classroom is beneficial?

8. Course schedule and design

The course will continue for the second semester focusing on speaking and listening skills using a textbook designed for low motivation low ability large classes of university students in Japan called Free Talking (Gyenes, A. Guay, M. Eldekvist, L. Hasegawa, Y. 2019). However, in every third unit, a communicative translation activity of about 30 minutes will be used. At these times, L1 will be introduced to the classroom and allowed by both the students and the teacher. Types of activities include: translating the conversation models from each unit into Japanese and performing them; Groups translating conversation models into Japanese, then translating another groups' translation

back into English and performing them; 'lost in translation' activities use by Weschler (1997); 'two truths and a lie' activities where the students write in Japanese and then translate their partner's work, then read their partner's translation for another student to guess the lie. For examples of these activities see Appendix C.

9. Expected Results

As the initial study showed a lot of the H2 students have low motivation, communicative translation activities may only be slightly less annoying for them given their propensity for sleeping in most of their classes (as touched on briefly in the hensachi explanation, university in Japan is all about getting in. Once you are in, graduating is often a formality of four years passing and professors are only expected to fail those not physically present in class, though, of course, this is not explicit written anywhere). On the other hand, the most motivated kids in the classes are apt to prefer speaking activities, as the initial questionnaire suggested. It is hoped that the participants in the middle will show some preference for more L1 use and communicative translation activities.

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Appendix A:

H1 and H2 preliminary questionnaire:

How do you feel about speaking class? RKU 英会話クラスはどう思いますか？

1 = Strongly disagree 2 = disagree 3 = somewhat agree 4 = agree 5 = strongly agree

1 = ホンマに意見がちがう 2 = 意見が違う 3 = まあまあそう思う 4 = 同意 5 = 抜群同意

- | | | | | | |
|---|---|---|---|---|---|
| 1. I like speaking English
英語話すのは好き | 1 | 2 | 3 | 4 | 5 |
| 2. I enjoyed this class
この授業は楽しかった | 1 | 2 | 3 | 4 | 5 |
| 3. I did all the homework
宿題全部やりました | 1 | 2 | 3 | 4 | 5 |
| 4. This class was difficult for me
このクラスは難しかった | 1 | 2 | 3 | 4 | 5 |
| 5. Rather than a speaking class, I'd prefer a translation class
英会話クラスより翻訳クラス受けたい | 1 | 2 | 3 | 4 | 5 |
| 6. I want to take a translation class
翻訳クラス受けてみたい | 1 | 2 | 3 | 4 | 5 |
| 7. I dislike speaking English
英語喋るのが嫌い | 1 | 2 | 3 | 4 | 5 |
| 8. I want to speak to my teacher in Japanese
先生と日本語で話したい | 1 | 2 | 3 | 4 | 5 |
| 9. I want the teacher to speak only English
先生は英語だけ話して欲しい | 1 | 2 | 3 | 4 | 5 |
| 10. I am good at speaking English
私は英語話すのは上手 | 1 | 2 | 3 | 4 | 5 |
| 11. I am good at speaking Japanese
私は日本語話すのは上手 | 1 | 2 | 3 | 4 | 5 |
| 12. I want to improve my English
英語力アップしたい | 1 | 2 | 3 | 4 | 5 |
| 13. I want to take another speaking class
また英会話クラス受けたい | 1 | 2 | 3 | 4 | 5 |
| 14. I always spoke English in class
授業中ずっと英語話した | 1 | 2 | 3 | 4 | 5 |
| 15. I want to improve my Japanese —English translation ability
日本語—英語翻訳力アップしたい | 1 | 2 | 3 | 4 | 5 |
| 16. I enjoy discussing my opinions about politics and world issues
政治経済や世界問題の話し合いをするのが好き | 1 | 2 | 3 | 4 | 5 |

Follow-up questionnaire: Attitudes towards translation study in language classroom

RKU 英語Dアンケート：RKU 英会話クラスで通信翻訳アクティビティはどう思いますか？

以下にある文章は、この授業でスピーキングや翻訳のアクティビティを受けて印象をうかがうものです。それぞれの文章を読んで、あなたに最もあてはまる番号に丸印をつけてください。	強く そう思う	そう 思う	多少 そう 思う	あまり そう 思わない	そう 思わない	全く そう 思わない
1. 英語話すのは好き	6	5	4	3	2	1
2. この授業は楽しかった	6	5	4	3	2	1
3. このクラスのスピーキングアクティビティは楽しかった	6	5	4	3	2	1
4. このクラスの翻訳作業アクティビティは楽しかった	6	5	4	3	2	1
5. 英語のクラスでもっと翻訳アクティビティをやりたい	6	5	4	3	2	1
6. 英会話クラスでスピーキングアクティビティよりもっと翻訳アクティビティをやりたい	6	5	4	3	2	1
7. 中学／高校で翻訳作業アクティビティを英語のクラスにやりました	6	5	4	3	2	1
8. 中学／高校で翻訳アクティビティと勉強は楽しかった	6	5	4	3	2	1
9. このクラスの翻訳作業アクティビティと勉強は中学／高校の翻訳アクティビティに似ている。	6	5	4	3	2	1
10. 中学／高校の翻訳勉強で自分の英語能力を上達した	6	5	4	3	2	1
11. このクラスの翻訳アクティビティで英語能力上達した	6	5	4	3	2	1
12. このクラスのスピーキングアクティビティで英語能力上達した	6	5	4	3	2	1
13. このクラスの翻訳アクティビティはスピーキングアクティビティより難しかった	6	5	4	3	2	1
14. このクラスの翻訳作業の時もっと日本語使えて良かった	6	5	4	3	2	1
15. 人と話すのが好き	6	5	4	3	2	1
16. 中学／高校で英語の翻訳勉強よりスピーキング授業の方が良かった	6	5	4	3	2	1
17. 高校の英語クラスでスピーキングの授業はありました	6	5	4	3	2	1

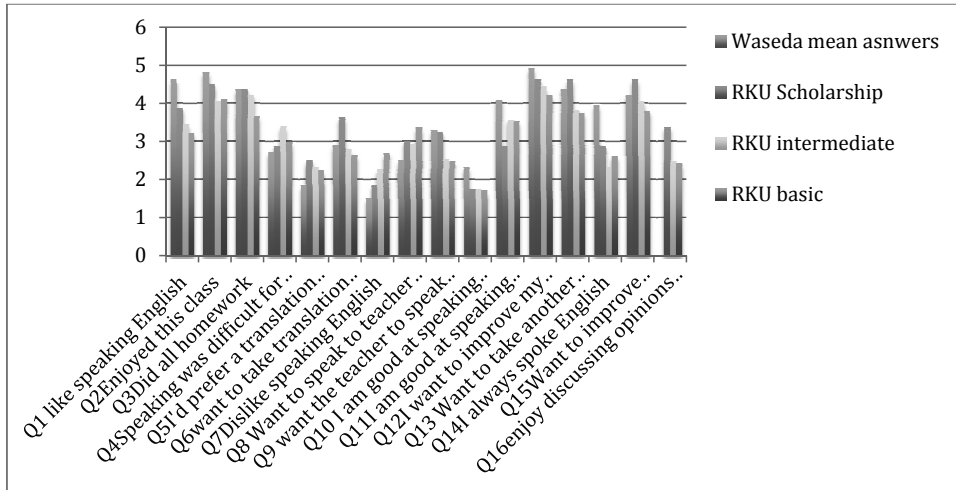
English back translation of follow-up study questionnaire:

RKU English D Questionnaire : RKU How did you feel about communicative translation activities in this English class.

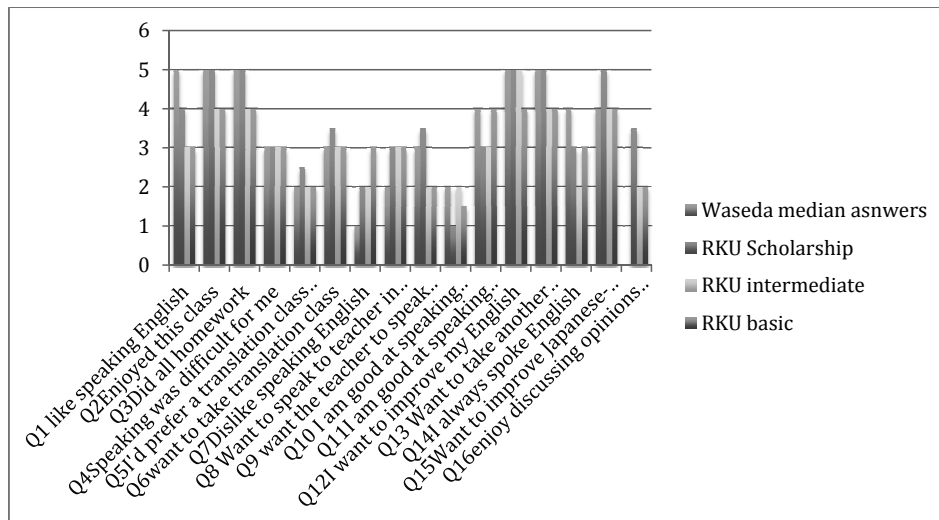
The following questions are inquiring about your feelings towards speaking and translation activities in this class. Please circle the number corresponding with answer that most matches your feelings after reading each sentence.	I think so strongly	I think so	I think so a little bit	I don't really think so	I don't think so	I completely disagree
1. I enjoy speaking English	6	5	4	3	2	1
2. I enjoyed this class	6	5	4	3	2	1
3. I enjoyed the speaking activities in this class	6	5	4	3	2	1
4. I enjoyed the translation activities in this class	6	5	4	3	2	1
5. I want to do more translation activities in this class	6	5	4	3	2	1
6. I want to do more translation activities and fewer speaking activities	6	5	4	3	2	1
7. I did translation activities in junior-senior high school	6	5	4	3	2	1
8. I enjoyed studying English through translation activities in junior-senior high school	6	5	4	3	2	1
9. The translation activities in this class were similar to the ones I did in junior-senior high school	6	5	4	3	2	1
10. The translation activities I did in junior-senior high school helped improve my English ability	6	5	4	3	2	1
11. The translation activities I did in this class helped improve my English ability	6	5	4	3	2	1
12. The speaking activities in this class helped improve my English ability	6	5	4	3	2	1
13. The translation activities in this class were more difficult than the speaking activities	6	5	4	3	2	1
14. It was useful for me to be able to use more Japanese in the class during the translation activities	6	5	4	3	2	1
15. I like talking to people	6	5	4	3	2	1
16. The speaking classes in junior-senior high school were more interesting than the translation classes	6	5	4	3	2	1
17. My high school had English speaking classes	6	5	4	3	2	1

Appendix B.

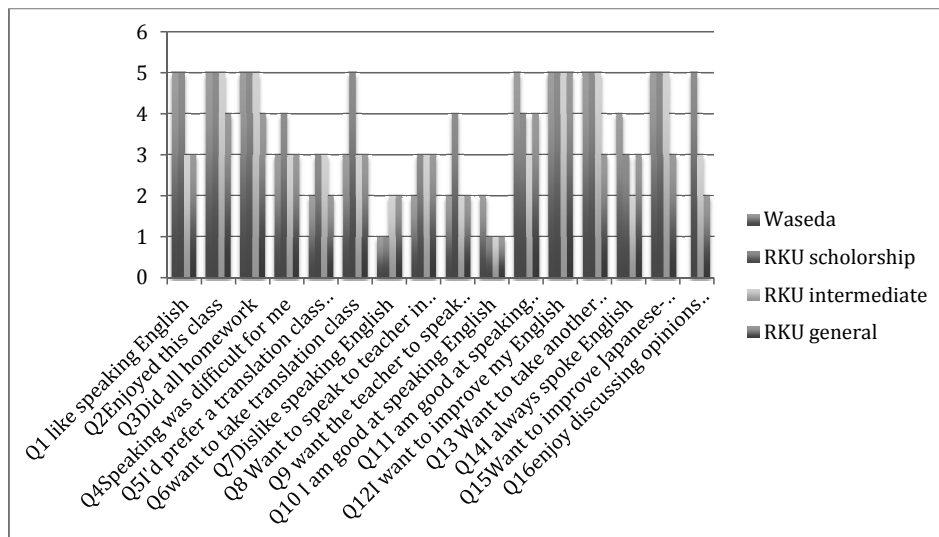
Preliminary study results graph: average



Median



Mode



Appendix C:

Unit 12 Translation activity.

1. With a partner translate the story from the comic into Japanese or your first language.

MARK: Hey Tomohiro, **would it be possible for you to kill that cockroach in the kitchen?**

MARK: _____?

TOMOHIRO: Sure, I'm really good at killing cockroaches.

TOMOHIRO: _____.

By the way, **could you help me stay awake in math class tomorrow?**

_____?

MARK: Sorry Tomo, I'm pretty good at math, but I'm hopeless at staying awake in class.

MARK: _____.

1. In groups take turns performing your translation to the other pair. Does it sound like the way you speak with your friends in Japanese or your first language? Was your translation the same as your pairs? Which expressions were difficult to translate? Discuss with your group.

2. Compare your translation with the teacher's example. Was your translation similar? Are there any phrases in the teacher's example that you disagree with? Discuss with your group.

Unit 16- Translation activity

In pairs translate the expressions for agreeing and disagreeing from the language box.

English	Japanese or your native language
<input type="radio"/> Definitely	<input type="radio"/>
<input type="radio"/> That's a good point	<input type="radio"/>
<input type="radio"/> Yeah, I agree	<input type="radio"/>
<input type="radio"/> That's true	<input type="radio"/>
<input type="radio"/> Maybe	<input type="radio"/>
<input type="radio"/> I don't think so	<input type="radio"/>
<input type="radio"/> No way	<input type="radio"/>

Compare your translations with another pair and discuss these questions.

1. What the differences between your translations?
2. Which expressions do you often use in your native language (Japanese)? Write three of these expressions on the board for you group.
3. Which expressions would you rarely or never use in your native language (Japanese)? Why? Write two of them on the board for your group.

Two truths and a lie

1. 日本語で自分の夏休みについてみつの文書いてください。二つは本当の話一つは嘘。

Write 3 sentences about your summer vacation. 2 sentences should be true. One sentence should be false.

夏休み

.....

.....

夏休み

.....

.....

夏休み

.....

.....

partnerが書いた文を英語に訳す。下で翻訳を書いてください。終わったらpartnerと英語で話してどちが嘘をあててみてください。Now read your three sentences to your classmates. Can they guess which one is the lie?

This summer vacation

.....

.....

This summer vacation

.....

.....

This summer vacation

.....

.....